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THE UNIVERSITY OF ALBERTA

# AN ETHNOGRAPHIC STUDY OF AN OUTDOOR LEADERSHIP DEVELOPMENT PROGRAM: A CULTURAL ANALYSIS

BY

LAURIE SIMS

©

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
MASTERS OF ARTS

DEPARTMENT OF PHYSICAL EDUCATION AND SPORT STUDIES

EDMONTON, ALBERTA
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled AN ETHNOGRAPHIC STUDY OF AN OUTDOOR LEADERSHIP DEVELOPMENT PROGRAM: A CULTURAL ANALYSIS submitted by Laureen Sims in partial fulfillment of the requirements for the degree of Masters of Arts in Physical Education and Sport Studies.

Supervisor

Date September 9, 1989

To My Family

# ABSTRACT

As an ethnographic study participant observation methods were used to study outdoor leadership behavior and group decision-making during four wilderness trips. The participants in the study were university students enrolled in an experiential outdoor leadership development program called Explorations.

The Explorations group was egalitarian in nature as they functioned using consensus group decision-making and shared emergent leadership.

Extensive descriptions of the trips are provided in two ethnographic forms: a day in a life of a canoe trip and a ski trip, and a chronology of events.

While on the wilderness trips, the Explorations group was observed to use a variety of decision-making patterns including: consensus, majority, minority, authority, no response, unanimous consent, and personal decisions. The group used consensus most frequently at the campsite. While on the trail, the group used different decision-making patterns relative to situational factors.

Leadership patterns emerged on the wilderness trips relative to the functions and structure of the group. On the trip, the group functions varied by location: campsite and trail; and several leadership patterns were described.

The group structure during the trip created three leadership positions: lead person, sweep person, and T.A.. The leadership patterns observed of those in a leadership position were described along a continuum: independent, interdependent, and dependent leadership behavior. Leadership behavior shifted situationally, though also cyclically moving from one polarity to the other.

From this study and investigation into the development of leadership theory, a definition of leadership was determined. Leadership is the process of creating and maintaining the pattern and order in a living system with an interdependent relationship between leader behavior that creates pattern and order, and follower behavior that maintains pattern and order. A preliminary perspective of outdoor leadership for egalitarian groups is provided.

The values and beliefs found to exist in the Explorations program and group are believed to mirror the changing western culture toward a more egalitarian and democratic society, which was expressed in Ferguson's (1980) belief in personal and social transformation in the 1980's and in the social anarchism perspective.

# PROLOGUE

This study of outdoor leadership was both a scientific and personal journey. The scientific journey will be described in the thesis, and this prologue provides a glimpse of the personal journey.

My personal journey started after an anthropological methodology was chosen for this study. As with any developing ethnographer one should discover the kinds of lenses through which one looks at the world. My journey to personal awareness started with my taking an Intensive Journaling Workshop that highlighted personal patterns of behavior, that assisted individuals in determining how past experiences may affect a person's life in the present, and that provided a means to cut the cords to the past. The road was not easy, and the path did shatter the original rose-colored glasses. A greater awareness of myself provided the basis to understand others and improved my awareness of situational factors.

Overall, it was a great journey with my personal journey paralleling the development of the study and writing of this thesis.

# ACKNOWLEDGMENTS

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# CHAPTER I PURPOSE OF THE STUDY

## INTRODUCTION

**The Leader**

> A leader is best... when people barely know that he exists, not so good when people obey and acclaim him, worst when they despise him.
> Fail to honor people, they fail to honor you.
> But of a good leader, who talks little, when the work is done, his aim fulfilled they will say:
> "We did this ourselves". Loa Tzu

Many of the ancient belief systems hold the circle to be the symbol for all life. Some futurists have suggested that the western urbanized world is going through a transformation, or paradigm shift, with the emergence of a new way of thinking about old problems. This shift in consciousness creates new schemes or patterns for understanding reality. Paradoxically this shift appears to be leading us back to the beginning, to traditional wisdom, going full circle and transcending the world onto a higher level of being, to start the circle again (Ferguson, 1976).

How does all of this relate to a thesis on outdoor leadership? As the title states, this study was a cultural analysis; one that attempted to determine and to understand the basic symbols, the patterns of behavior, and the values and belief systems that determine how reality is understood by a culture. This study of wilderness travelers, that focused on an outdoor leadership development program called Explorations, provided a mirror of the transformation or paradigm shift occurring in the western urbanized culture.

This study was a scientific journey and a theoretical journey. The scientific journey started with many questions concerning outdoor leadership. What were the cultural expectations of a wilderness trip and how do these expectations affect outdoor leadership? Do leadership theories from management apply to leadership in wilderness traveling groups? There seemed to be no simple answers. The final conclusion was that 'I know that I do not know.' In order to begin to answer these questions, a thorough investigation of leadership, outdoor leadership, and wilderness travel was suggested.

The author embarked on a theoretical journey into the development of leadership theory in order to make sense of previous leadership insights and of leadership and group behaviors unfolding in the Explorations Group. The following leadership theories were investigated and applied in the order listed: situational leadership, differentiated leadership (systems approach), and the Tao of leadership. Many other leadership theories were examined and they were included in the review of literature. This journey led to a understanding that a paradigm shift had occurred in the development of leadership theory.

A general understanding of leadership provided a solid base from which to understand leadership in the context of outdoor education and wilderness travel. May this work assist those outdoor educators who have arrived at a point in their lives when they state: "I know that I don't know."

## PURPOSE OF THE STUDY

The purpose of this study was to examine outdoor leadership behavior and decision-making within the context of a group of wilderness travelers, who were participating in an outdoor leadership development program called Explorations. The study was qualitative, with the aim to provide a general understanding of the cultural themes found within this group of wilderness travelers, as well, provide descriptions of decision-making and leadership cultural patterns associated with wilderness travel. Using qualitative data was considered the most appropriate approach in gaining these insights.

There were six major objectives for the study.

(1) To describe the 1985-86 Explorations Program, an outdoor leadership development program at the University of Alberta.

(2) To describe the wilderness trips the students designed, attended, and lead as a group.

(3) To determine the cultural patterns associated with outdoor leadership on the wilderness trips.

(4) To determine the cultural patterns associated with group decision-making on the wilderness trips.

(5) To determine the cultural themes found to affect the students' behavior while on the Exploration trips.

(6) To compare the findings of this study to the summaries of theories and concepts presented in the review of literature.

## SIGNIFICANCE OF THE STUDY

This study contributed significantly to the body of knowledge on outdoor leadership and outdoor leadership development. The descriptions of the Explorations program may be applied as a means to train teacher assistants (T.A.'s), to introduce new Explorations groups to the program, and to evaluate the program. Lastly, this study on outdoor leadership broke new ground in methodology, in detailed descriptions of leadership behavior and decision-making on wilderness trips, and in an attempt of the author to link the findings of the study with perceived cultural trends.

## OVERVIEW OF THE STUDY

Pursuit of the study's central purpose and objectives involved a number of steps.

The choice of an anthropological methodology required taking courses in the Anthropology Department and practice of field research techniques and analysis techniques as outlined in the methodology. The canoe trip was used to develop the skills and expertise to work with the anthropological methodology.

As noted in the introduction, the author investigated and applied different theories of leadership. During the actual field study, the author focused on Situational Leadership, which was applied at the beginning of the canoe trip, but which met with little success. No further theories were applied during the field study. After the field research was completed, the other leadership theories were integrated and applied during wilderness trips with undergraduate students over a period of the next two years.

The data synthesis and writing of the thesis took place over a period of two and a half years. The data was synthesized by determining how all the parts (cultural domains) integrated to form the whole picture (cultural themes). Several rewrites were required as paradigm shifts occurred with the synthesis of the data. These shifts resulted from the integration of new information.

The format of the thesis consists of eight chapters. Chapter two provides a review of literature presenting an extensive review on leadership and outdoor leadership, and a brief review on decision-making and progressive cultural trends. The methodology of the thesis was described in chapter three. In chapter four the Explorations program was presented. Chapter five consists of two ethnographies that highlight the day in a life of a canoe trip and a day in a life of a cross-county ski trip. An extensive cultural analysis is provided in chapter six noting the cultural scenes of all four trips, the cultural patterns of decision-making and leadership, and the cultural themes. In chapter seven, the findings are discussed relative to the review of literature. In chapter eight the conclusions and recommendations are highlighted. A chronology of events for all four trips are provided in the appendix.

## DEFINITION OF TERMS

"Hardly a meeting of professional leaders in outdoor education escapes the problem of semantics" (Carlson, 1971:3). The following definitions are operationalized in this study.

Outdoors: Areas that occur in the open air or a simulated outdoor environment. The outdoors can be further described as being either a cultural, a semi-natural, or a natural outdoor environment.

Cultural Outdoor Environment: Represents a surrounding that has been altered by man to reflect the culture of the area. For example, climbing wall or a school yard would be classified as a cultural outdoor environment.

Semi-natural Outdoor Environment: Occurs when a natural environment is only partially altered by man, generally with the premise that minimal cultural impact is valued. The National Parks campground areas are examples of a semi-natural outdoor environment.

Natural Outdoor Environment: Those areas that have not been altered by man, thus remaining in a natural state.

Wilderness: Areas that refer specifically to as natural outdoor environments.

Nature: The systems of natural matter and phenomena found in the universe.

Education: The process of learning 'in preparation for life'.

> Education is often defined as a preparation for life. That is why it is necessary to distinguish, as Ivan Illich does so convincingly, between education and schooling. Everyone is schooled; some received an education in the process. (Goodale, 1973:3)

Outdoor education: Education in, about, and for the outdoors (Donaldson and Donaldson, 1958). These three components of outdoor education simply imply that, firstly, learning occurs while physically present in the outdoors. This answers the question where outdoor education takes place. Secondly, that learning occurs through first hand experience and investigation about the natural phenomena and about how to live and travel in the outdoor environment. This answers the question what occurs in outdoor education. Lastly, as a result of the outdoor learning experience there is an increased awareness of the outdoors, which leads to a greater understanding, and eventually leads to a personal commitment for the preservation of the outdoors. This answers the question why one would promote outdoor education.

> That which can best be learned in the classroom should be learned there. That which can best be learned out-of-doors through direct experience, dealing with native materials and life situations should there be taught. (Sharp, 1957:ii)

Leadership: The natural process of all living systems to create and maintain pattern and order, that involves an interdependent relationship between leader behavior and follower behavior.

Leader: Once pattern and order are formed and established, the leader is determined by the position and/or function within the living system; who would be responsible to maintain and create pattern and order established in the living system.

Leader Behavior: Behavior in a living system that works to create pattern and order in a group.

Follower Behavior: Behavior in a living system that works to maintain pattern and order in a group.

Outdoor Leadership: It is the process of leadership that occurs in the context of outdoor education programs, where leadership is the process of creating and maintaining pattern and order in the group.

Egalitarian: A description of a system that values equality, as in equal distribution of resources, responsibilities, and power.

Culture: Is the acquired knowledge from one's environment that is used to generate behavior and is used to interpret experiences by way of a symbolic meaning system (i.e.language).

Cultural Patterns: Is the repetition of behaviors or actions that occur in a social situation which consists of a place, actors, and activities.

Cultural Themes: It is a cluster of cultural patterns that form an overall belief or value, that describes generally what makes life worth living for that culture.

Ethnographic Study: The description and explanation of a culture from the native's point of view, which in this study is the wilderness traveler's point of view.

Decision-making: Is the selection process from which an individual or a group make a choice from various alternatives.

Paradigm Shift: A change in the basic framework or scheme of thought that helps one explain and understand reality. The change would provide a new way to solve or think about old problems.

# CHAPTER II REVIEW OF LITERATURE

## INTRODUCTION

The method of presenting the literature is representative of the way the author wished to approach the literature: with the aim to understand the theories and the cultural knowledge based on leadership, outdoor leadership, and decision-making. A selection of theories were investigated and presented to the reader as a summary. This review of literature is assumed to be a reflection of the cultural knowledge from the western, urbanized culture, which is used as a comparison for the cultural patterns and themes found in this study of wilderness travelers.

This chapter was written twice; once prior to the completion of the ethnographies and data synthesis and rewritten after the completion of the data synthesis. The impact of the work on the ethnographies and integration of new information was found to create the need for the author to be reflexive and return or go back to the theories investigated in the review of literature. A new perspective, particularly of leadership, had developed.

The review of literature starts with a discussion on leadership. In this section the use of power in leadership is discussed, followed by the summaries of leadership theories described under the two broad headings of past and present paradigms. A summary of the recurrent themes expressed in the leadership theories is also provided.

The section on outdoor leadership initially presents three approaches in outdoor education programs and discusses the variability in group functions and outdoor leadership behavior relative to each approach. Other theories or perspectives on outdoor programs, outdoor leadership, and outdoor leadership development are provided as a reflection of the culture. Some of the theories and perspectives were found to have been assimilated into the design of the Explorations program, particularly those theories from the work of Henderson (1981).

The section on decision-making briefly describes different methods of group decision-making, and when group decision-making is more or less desirable.

The last section on progressive cultural trends was written after the completion of the data synthesis. This section provides a definition and description of the concept of social anarchism, which the author discovered to be the implicit perspective from which the Explorations program had originally been designed. The concept of transformation or paradigm shift is also presented as a perceived cultural trend in the 1980's (Ferguson, 1980). A summary of Ferguson's (1980) work provides the reader with definitions, theoretical background of her perspective, and a description of the transformation process. The concept of paradigm shift and transformation is referred to repeatedly in the thesis, particularly in the discussion of the findings and conclusions and recommendations.

## LEADERSHIP

### What is Leadership?

Leadership has proven difficult to define. The problem with defining leadership may relate to its close link to management. Zenger (1985) attempted to outline the differences between management and leadership, stating that leadership was management's better half, and what society needed was more leadership. "It is a common observation these days that many of our institutions are reasonably well-managed, but poorly led" (Zenger, 1985:44). Zenger defined management as:

> "the administrative ordering of things - with written plans, clear organization charts, well-documented annual objectives, frequent reports, detailed and precise position descriptions and regular evaluations of performance against objectives" (1985:44).

Also, management has been accepted as planning, organizing, staffing, directing and controlling behaviors in an organization. Zenger (1985) defined leadership using the following six behavioral dimensions: (1) leaders create values through communication, (2) leaders develop committed followers, (3) leaders inspire lofty accomplishments, (4) leaders model appropriate behaviors, (5) leaders focus attention on important issues, and (6) leaders connect their group to the outside world. Leadership, as a concept, has advanced beyond the two dimensions of relationship and task behaviors.

## Use of Power in Leadership

Power is a phenomena that cannot be easily studied for it is an intangible process where certainty of its existence occurs only after it is observed (Vanfossen, 1979). Leadership and influence are said to be a function of power, but power is not synonymous with influence (Stogdill, 1974).

> Power is the potential to influence inferred from observed influence. It is the probable rate and amount of influence of a person or a position occupant (Stogdill, 1974:171).

Stogdill (1974) also stated that power was not absolute but dependent on the power and intent of everyone involved in the social exchange. The total power can increase by the synergistic actions of the leaders and followers or "the leader's power may be diminished to the extent that it can be offset by the power of individual followers" (Stogdill, 1974:171).

Position power and personal power are two broad categories used to determine the sources of power. "Those with personal power can grant others affection, consideration, sympathy, recognition, and attachments" (Stogdill, 1974:172). Position power is linked with formal hierarchies that legitimize and regulate power through being institutionalized, and can grant rewards or punish others (Stogdill, 1974).

Subcategories of personal power and position power can be inferred from the work of French and Raven (1959), who identified five different kinds of power.

> 1. Reward power depends on ability of A to provide rewards for B.
> 2. Coercive power is based on B's perception that A can provide penalties for nonconformity.
> 3. Legitimate power is based on the internalization of common norms or values.
> 4. Referent power is based on B's identification with, or liking for, member A.
> 5. Expert power is based on B's perception of A's competence (Stogdill, 1974:170).

The subcategories of personal power include referent power and expert power; and position power includes reward power, coercive power, and legitimate power.

> "In general, subordinates are more satisfied when their supervisors exercise expert and referent power (due to their person), then when they exercise reward, coercive or legitimate power (usually due to their position)" (Stogdill, 1974:178).

The distribution of power in a group can be determined by observing the success of the individuals' attempts to influence each other, and noting any variance among members (Stogdill, 1974). "Equality in status and power are more commonly found when familiarity, homogeneity and the potential to interact among members is high" (Stogdill, 1974:195). Stogdill (1974:193) also stated the following concerning equality:

> Power equalization is a basic tenet of modern organizational development (Bennis, 1965) and the human potential movement (Maslow, 1965). It has its roots in those aspects of democratic and egalitarian values which stress the importance of dependence on informal trusting relationships rather than on a formal structure where relations depend on authority of position or role requirement.

One last important point that Stogdill (1974) noted was that power shared in a group did not necessarily imply increased freedom and member initiative. In one study, the power of the group had been found to influence and constrain the group members, described by Janis (1972) as 'groupthink'. Group members were observed to conform out of a sense of mutual loyalties to such an extreme that a poor collective decision was made by highly competent members.

Starhawk (1987) presented another perspective on power that was critical of the predominant use of position power in the western culture. She described three kinds of power: power-over, power-with, and power-from-within.

Power-over was linked to control and domination.

> We are so accustomed to power-over, so steeped in its implicit threats, that we often become unaware of its functioning only when we see its extreme manifestations. For we have been shaped in its institutions, so that the insides of our minds resemble the battlefield and the jail (Starhawk, 1987:9).

Power-over is found to occur legitimately in systems that structure leadership hierarchically by granting authority to those above to have the power over those below, to enforce obedience, and to have the right to command or give ultimate decisions. Authority roles, using Starhawk's (1987) example of a teacher, occur when the teacher establishes superiority over the students who are considered inferior by the teacher. The authority role requires that the students show reference to the role of authority and not the person. The students tend to adopt their own roles that correspond to the situation (i.e. teacher's pet, good student, rebel, etc.). Once the students are in these roles, they reinforce the pattern of domination and are considered by Starhawk (1987) to be no longer acting freely, or thinking freely, but reacting appropriately to the situation. The adoption of roles was seen as the acceptance of a viewpoint of reality prescribed by the dominant culture.

Starhawk (1987:9) stated that the predominant use of power-over was "born of war", where people were conditioned to obey authority which was considered "necessary to sustain mass, organized warfare."

The consciousness of power-over is also linked to a world view in which human beings are not inherently valued for themselves, but in which the value of self and others are determined by outside standards, to be either earned or granted. Power-over is believed to be motivated through fear as the systems operate by imposing sanctions when someone disobeys authority, and grants rewards for those who obey authority.

The use of power-with was suggested by Starhawk (1987) to be an option to the use of power-over. To explain the use of power-with Starhawk (1987) provided another example of the teacher. If the teacher's aim is to assist the students by imparting valuable knowledge and skills that are seen as very beneficial by the students, the students would come to respect and show reference to the person and not to the authority role of the teacher. The main difference between power-over and power-with is that the true respect that occurs with power-with implies a possibility of challenge without fear of sanctions. Democracy at its best. Starhawk (1987:12) states:

> Power-with sees the world as a pattern of relationships, but its interest is in how that pattern can be shaped, molded, shifted. It values beings, forces, and people according to how they affect others and according to a history based on experience. It can recognize inherent worth, but can also rate and compare, valuing some more highly than others (Starhawk, 1987: ).

The use of power-with requires that an individual restrain from enforcing his/her own will on a group or push the group in a direction the group does not desire. Power-with "can only exist among those who are equal and who recognize that they are equal" (Starhawk, 1987:12).

Power-with also is stated by Starhawk (1987) to empower individuals, as opposed to dominate or control them. As no group is seen to function without power and leadership, the power exerted within a group can too easily change from power-with to power-over, as the individuals with power start to enforce their own desires.

Basic to both power-from-within and power-with is a consciousness that sees the world as living, with all living things having inherent value. This world view brings a quality of spirituality into the perspective of leadership, as spirit is another way of implying imminent value (Starhawk, 1987). This spirituality is not defined outside the world but a spirituality that views all living things as sacred. It is the spirituality, or the power generated though a sense of imminent value of others, that enables a person to restrain from enforcing their own will, and display leadership that utilizes power-with, as opposed to power-over.

Starhawk (1987:15) provided the following definition of power-from-within.

> Power-from-within is magic, the art of changing consciousness, of shifting shapes, and dimensions, of bending reality.

To relate these concepts of power-with and power-from-within, one could say that the charismatic leader has the potential to intuitively and artfully use power-with to affect others and creatively empower those involved, but only when power-over is not applied.

Starhawk (1987), from a critical perspective, stated a strong bias toward power-with and power-from-within, while the information on the different kinds of power from Stogdill (1974) was more descriptive. Both authors describe the preference for personal power as a means to equalize power. This preference is reflective of democratic and egalitarian values within the western culture.

## Development of Leadership Theory

Leadership research and the development of theory has undergone major shifts in focus. Initially research focused on determining the traits and characteristics of effective leaders, referred to as the Great Man Theory and Trait Leadership. This research that attempted to determine specific traits of the great leader, showed results that were plagued with inconsistencies (Stogdill, 1974). The traits of leaders were found not to be the main factor associated with leader effectiveness.

Researchers of leadership then started to examine the "relationship among leader behaviors and subordinate satisfaction and performance" (Hersey and Stinson, 1980:5), with the aim to determine effective leadership behaviors and styles. These studies were useful in determining two behavior dimensions of leadership which were relationship behaviors and task behaviors. As well, leadership styles were classified, for example autocratic, democratic, laissez-faire and charismatic leadership. Upon observing the results from these studies it was found that there were no universal effective leadership styles. Some researchers, such as Blake and Mouton (1978) and Likert (1974), still argue that there is one best style of leadership. Their leadership theories will be described later.

The next focus to evolve in the development of leadership theory was based on a situational view of leadership which was believed "necessary to portray accurately the complexities involved in the leadership process" (Hersey and Stinson, 1980:6). Effective leadership is a function of combining specific leadership behaviors to the appropriate situation. This focus then "examines the interrelationships among leader and subordinate behaviors or characteristics, and the situation they find themselves" (Hersey and Stinson, 1980:6). Many models and theories have evolved utilizing this situational approach. At this time more research is needed to examine situational leadership theories, though the concepts appear to be becoming more widely known and accepted. Two situational leadership theories will be briefly described and discussed.

The next shift in focus in the development of leadership theory was described as a paradigm shift. The past paradigm was described as "mechanistic with separately functioning parts" and the "products of Newtonian-thinking" (Beck, 1982:80). The new paradigm was described as holistic or a living systems view of reality (Beck, 1982:80). Beck (1982:81-82) described the characteristics of living systems.

> * Living Systems see organizations as dynamic moving pictures where the internal and external scenes are constantly changing.
> * Living Systems emphasize the importance of implementing systems rather than dealing with personality traits or types.
> * Living Systems models accept that change happens naturally and that 'planning change' is more a manipulative fiction than a practical reality.

> * Living Systems models admit there are times and situations involving people and nature's flow where there is nothing to do but marvel at the process.
> * Living Systems models claim that no two people, organizations, situations or cultures are alike - and that each circumstance is in constant motion along or within maps, landscapes and tapestries.

Connected with this paradigm shift in leadership theory is also a return to traditional wisdom. The new holistic view of reality as a living system is finding parallels to the beliefs found in such traditional wisdom as Taoism (Ferguson, 1976).

An example of a leadership theory based on systems thinking, and some exerts from the book, The Tao of Leadership, will be presented below.

## Leadership Theories From the Past Paradigm

Four leadership theories are described openly or without criticism for the purpose of understanding and exploring different perspectives of leadership. Two leadership theories from a situational leadership perspective and two theories that state there is a one best style of leadership were chosen to represent the past paradigm.

From a situational leadership perspective, the Continuum of Leadership Behavior (CLB) addressed the problem of "how the manager can be 'democratic' in his relations with subordinates and at the same time maintain the necessary authority and control in the organization for which he is responsible" (Tannenbaum & Weschler, 1961:67).

They defined leadership as "interpersonal influence, exercised in situations and directed, through the communication process, toward the attainment of a specified goal or goals" (Tannenbaum & Weschler, 1961:24). The two key variables that contributed to leadership effectiveness were social sensitivity (empathy) and action flexibility (behavioral flexibility). The CLB provides a description of leadership behaviors to choose from and the criteria to guide the choice. "Broadly speaking, the objective of all leadership attempts is change - change in motivation, in attitudes, in behavior, etc., whether at the level of the individual or the group" (Tannenbaum & Weschler, 1961:2).

Leadership behavior was put on a continuum ranging from boss-centred leadership, that focused on the use of authority to subordinate-centred leadership that had freedom for subordinates as an emphasis. Along the continuum, leadership behavior was characterized by the different degrees of authority used in making decisions.

When deciding or choosing a leadership pattern a manager (leader) should have considered the following forces that were present: (1) forces in the manager, (2) forces in the subordinates, and (3) forces in the situation.

Forces in managers relates to their personality, value system, confidence in subordinates, leadership inclination, and tolerance for ambiguity. Managers were encouraged to become familiar with the conscious and unconscious influences of their behavior with the understanding that this would make the person more effective.

Forces in subordinates are concerned with their need for independence/dependence, their readiness to assume responsibility to deal with the problem, their personality variables, their expectations of the leader/boss, and their degree of understanding and identification with the goals of the organization. If the above forces are favorable "the manager can permit his subordinates greater freedom" (Tannenbaum & Weschler, 1961:75).

When the above forces are not favorable for the organization the manager would be required to use more authority. The key factor that determines the degree of favorablity of forces in subordinates is the degree of confidence the subordinates have in the leader/boss.

> Where they have learned to respect and trust him, he is free to vary his behavior. He will feel certain that he will not be perceived as an authoritarian boss on those occasions when he makes decisions by himself. Similarly, he will not be seen as using staff meetings to avoid his decision-making responsibility. In a climate of mutual confidence and respect, people tend to feel less threatened by deviations from normal practice, which in turn makes possible a higher degree of flexibility in the whole relationship (Tannenbaum, and Weschler, 1961:75).

The forces within the situation are concerned with the type of organization, the level of group effectiveness, the nature of the problem, and the pressure of time.

Leadership effectiveness is a function of, first, being sensitive to the forces by accurately understanding oneself, the group and individuals involved, and the organization; and, second, applying the appropriate behavior in light of understanding the situation.

> Thus, the successful manager of men (and women) can be primarily characterized neither as a strong leader nor as a permissive one. Rather, he (or she) is one who maintains a high batting average in accurately assessing the forces that determine what his (or her) most appropriate behavior at any given time should be and in actually being able to behave accordingly. Being both insightful and flexible, he (or she) is less likely to see the problems of leadership as a dilemma (Tannenbaum & Weschler, 1961:79).

The Situational Leadership Theory (SLT) defined leadership as "the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation" (Hersey and Blanchard, 1972:68). They also stated that "an effective leader is able to adapt his style of leader behavior to the needs of the situation" (1972:80).

Leadership style was a function of varying the two leadership dimensions of relationship and task behaviors. Task behaviors are "the extent to which a leader is likely to organize and define the roles of the members of his group (followers); to explain what activities each is to do and when, where, and how tasks are to be accomplished; characterized by endeavoring to establish well-defined patterns of organization, channels of communication, and always getting the jobs accomplished" (Hersey and Blanchard, 1972:83).

Relationship behaviors refer to "the extent to which a leader was likely to maintain personal relationships between himself and the members of his group (followers) by opening up channels of communication, delegating responsibility, giving subordinates an opportunity to use their potential; characterized by socio-emotional support, friendship, and mutual trust" (Hersey and Blanchard, 1972:83).

A bell shaped curve was used in the Situational Leadership model to represents a continuum of leadership style that shifts from right to left, moving from telling, selling, participating, to delegating leadership styles. Each of these leadership behaviors vary according to task and relationship behaviors of the leader. Also moving left to right is the level of readiness or maturity, ranging from low to high.

The first thing to do is to determine the maturity/readiness level of the followers in the specific situation.

> Once this maturity level is determined, the appropriate leadership style can be determined by constructing a right angle (90 degree angle) from the point on the continuum that identifies the maturity level of the follower to a point where it intersects on the curvilinear function in the style of leader portion of the model. The quadrant in which that intersection takes place suggests the appropriate style to be used by the leader in that situation with a follower of that maturity level (Hersey and Stinson, 1980:103).

Leader effectiveness is a function of the level of readiness or maturity of the followers, the attitudes and values of the leader, the expectations and personalities of the boss, key associates, and the organization, the job demands, and the time available to make decisions (Hersey and Blanchard, 1972). Of all the factors stated that effect the situation, only two factors were incorporated into the SLT model. It was the relationship between the leader and the follower that was considered the most crucial in success or failure in management (Hersey, 1980).

> According to the Situational Leadership Theory, as the level of maturity continues to increase in terms of accomplishing the task, leaders should begin to reduce task behaviors and increase relationship behaviors until the individual or group reaches a moderate level of maturity (Hersey, 1980 b:74).

Maturity/readiness was defined as the followers' willingness (motivation) and ability to take responsibility for completing the required task (competence).

Maturity, or readiness, was put on a scale from M1, with low maturity, too M4 with high maturity. The follower(s) described as M1 had low willingness and ability to accomplish the task. This maturity level effectively corresponded with S1 or a Telling leadership style where the leader performed one way communication and gave directions without any explanation. The follower described as M2 had the willingness but was unable to perform the required task. A S2 or Selling leadership style was prescribed for that situation when the leader made the decisions, then explained why the decision was made. M3 described a follower with moderate to high levels of maturity and this situation more effectively involved a Participating or S3 leadership style where "the leader and followers now share in decision-making through two-way communication and much facilitative behavior from the leader, since the followers have the ability to do the task but are unwilling or lack confidence" (Hersey, 1980:74). The highest maturity level, M4, with followers having high willingness and ability, was associated with a Delegating or S4 leadership style. This style "involves letting the followers run their own show through delegation and general supervision" (Hersey, 1980:74).

For both the CLB and the SLT, effectiveness was a function of the leader's ability to influence the followers' behavior through intervention of well-timed and suitable task and relationship behaviors so the followers could achieve their goals.

The Managerial Grid (Blake and Mouton, 1978) and Likert's (1974) leadership theory, summarized next, are based on a belief that by nature all persons are intrinsically motivated. Leadership behavior would be directed toward creating the freedom that actualizes the intrinsically motivated individual in organizations or groups that are by nature controlling and structured.

The Managerial Grid (One Best Style) promotes a (9,9) on the Managerial Grid, with a "high concern for people during high concern for production" (Blake and Mouton, 1981:442).

> The result is teamwork characterized by openness, respect, involvement, conflict resolution through confrontation in the interest of achieving shared agreement, and mutual commitment to productive outcomes, with learning based on critique and feedback (1981:443).

> Next to our having clear, purposeful, and human goals that stimulate mutual trust and respect, increasing managerial effectiveness is probably the single most important factor in the improvement of society. Without managerial competence, we stand as victims of the status quo, bureaucracy, and decay. With it there are limitless possibilities of change and development for the strengthening and enrichment of human lives (Blake and Mouton, 1978:v).

This is the spirit from which the Managerial Grid was promoted - effective leadership linked with human values that have been found to correlate positively with profitability, career success, and increased mental and physical health.

In the Managerial Grid, leadership behavior is determined along the two dimensions of concern for people, and concern for production. Both are scaled from one (low) to nine (high). "The manner in which these two concerns are linked together by a specific manager defines his use of power" (Blake & Mouton, 1978:10) From the grid, five leadership styles were described, with the 9,9 (Team Management) found to be the one best leadership style.

The five Grid styles are further described as follows:

9,1 In the lower right-hand corner of the Grid a maximum concern (9) for production is combined with minimal concern (1) for people. A manager acting under these assumptions concentrates on maximizing production by exercising power and authority and achieving control over people through compliance. This is a 9,1 orientation.

1,9 The 1,9 leadership style is in the top left corner. Here a minimum concern (1) for production is coupled with a maximum concern (9) for people. Primary attention is placed on promoting good feelings among colleagues and subordinates.

> 1,1 A minimum concern for both production and people is represented by 1,1 in the lower left corner. The 1,1-oriented manager does only a minimum required to remain within the organization.
>
> 9,9 Production and people concerns are integrated at a high level in the upper right-hand corner representing the 9,9 style of managing. This is the team approach. It is goal-oriented and seeks to gain results of high quantity and quality through participation involvement, commitment, and conflict-solving (Blake & Mouton, 1978:14).

To determine the dominant Grid style, a manager was asked to select statements that best reflected actual behavior in the areas of decision-making, conviction, conflict, temper, humor, and effort.

> Not only do most managers have a dominant Grid style, they also have a backup style; sometimes even a third or fourth. A manager's backup style becomes apparent when it is difficult or impossible for him to apply his dominant Grid style. In other words, a backup style is the style a manager reverts to, particularly when under pressure, tension, strain, frustration, or in situations of conflict that cannot be solved in his characteristic way (Blake & Mouton, 1978:14).

This Managerial Grid did not presume to fix grid styles on managers, but managers needed to understand that they were unique individuals that naturally adapt their behavior, based on their own unique past experiences. This was referred to as versatility as opposed to flexibility.

> The concept of versatility provides a basis for understanding how 9,9 leadership can be based consistently on sound principles of behavior and yet brought into use in creative and constructive ways that are (1) unique to particular situations, (2) unlikely to generate negative side effects, (3) optimal for problem solving and productivity, and (4) stimulating to growth and development toward maturity for those involved in the situations (Blake & Mouton, 1978: 130).

What was considered important for managers to understand were the basic assumptions one had concerning working with and through others, and compare these with the following assumptions that had been found to be the most rewarding and productive, and created the best physical and mental health.

1. Informed free choice is the basis for personal action rather than enforced compliance.

2. Active participation in problem solving and decision-making is the basis of growth and development rather than passively accepting instruction as to what to do or inactivity reinforced by social isolation.

3. Mutual trust and respect is the basis for sound human relationships rather than suspiciousness and defensiveness.

4. Open communication gives mutual understanding in contrast with one-way, hidden, closed, or Machiavellian communication that increases barriers to understanding.

5. Activities are carried out within a framework of goals and objectives for self-direction rather than direction from outside.

6. Conflict resolution is by direct problem-solving confrontation rather than by other ways (suppression, smoothing, withdrawing, compromising, or manipulation).

7. One is responsible for one's own actions rather than being responsible to someone else.

8. Critique used to learn from experience rather than repeating one's mistakes because experience is not studied.

9. A person is engaging in complex work activities or a variety of activities in contrast with engaging in simple ones or in repetitions of the same activity (Blake & Mouton, 1978:133).

The above statements reflected the values and beliefs that the 9,9 Grid style leader communicated to others.

The next leadership theory, described by Likert (1967), stated that all tasks and activities were determined and initiated by the persons within the organization; thus he called it the human organization.

> Of all the tasks of management, managing the human component is the central and most important task, because all else depends upon how well it is done (Likert, 1976:1).

Likert (1961) charted out the organizational and performance characteristics of different management systems based on a comparative analysis and determined four systems of organization: (1) exploitive authoritarian, (2) benevolent authoritative, (3) consultative, and (4) participative group. These systems of organization were derived by the following seven operating characteristics: (1) character of motivational forces, (2) character of communication process, (3) character of interaction-influence process, (4) character of decision-making process, (5) character of goal-setting or ordering, (6) character of control process, and (7) performance characteristics. Likert's (1967) research showed that the performance of the organization increased respectfully from system one to four, and that it was the preference of the employees and managers to operate at system four (participative group). Likert (1967) found that an organization moved toward system one if performance or production decreased, and he statistically showed that this move resulted in further decreases in performance.

Three basic concepts were found to exist in participative management (system four). The first concept was the development of supportive relationships between the superior and the subordinate, such that, "the superior's behavior is ego-building rather than ego-deflating" (Likert, 1967:46). The second concept was the use of group decision-making and group methods of supervision, where decision-making and interaction relied mainly on group process. The third concept was concerned with having high performance aspirations and goals, which must be shared, not imposed, by all members in the organization, and undertaken with a cooperative spirit, and not through competition with one's peers.

Likert's (1974:116) work also highlighted the importance of using a systems approach.

> Leadership styles and related organizational characteristics seem to display a remarkably consistent set of interrelationships. System 1 style of leadership results in System 1 organizational characteristics; System 4 style of leadership yields the System 4 syndrome for the intervening and end-results variables.

Likert (1967:123) found that the "management system of an organization must have compatible component parts if it is to function effectively."

> ... managers typically seem to believe that their subordinate managers should use the superior's style of management. They reward those subordinate managers who do and put pressure to conform on those who deviate (Likert, 1967:45-46).

This had important implications for organizations wishing to apply new knowledge based on leadership, organizational performance, and management, since the modification had to involve the total system, yet maintain the integrity and the component parts. This meant that to train lower level managers to move toward a system four (participative management) approach would have resulted in those managers being penalized, if those above did not intend to move from the present System two organizational characteristics. Supervisors in this situation tended to have a negative response to the new behaviors exhibited by lower level managers. A systems approach to leadership development was needed.

Likert (1974) believed that the inconsistencies found to exist in the leadership research related to the absence of a systems approach.

## Leadership Theories From the New Paradigm

Friedman (1985) developed a theory of differentiated leadership based on a systems approach from family therapy. Friedman's theory of leadership can be applied to any system, whether that be families, groups, work organizations, and so on.

> This approach de-emphasizes the notion that our conflicts and anxieties are due primarily to the make-up of the personalities, and suggests instead, that our individual problems have more to do with our relational networks, the make up of others' personalities, where we stand within the relational systems, and how we function within that position (Friedman, 1985:13).

Systems thinking is concerned primarily with process having less focus on linear thinking based on simple cause and effect (A+B+C+D=E). By studying the process, the whole structure of A,B,C,D, and E become the focus, with each part interdependent with another. Each part functions as a part of the whole structure, with less emphasis on the parts as having discrete identities.

> The components do not function according to their 'nature' but according to their position in the network (Friedman, 1985:15).

What system thinking identified was the importance of structure within systems. When A is put in another system it will function differently, and if A is placed in D (another part of the system) it will also function differently. Friedman considered that it was possible for individuals to modify the effects of the position in the structure through self-differentiation, which will be defined below.

To clarify the family systems approach, Friedman (1985) identified five basic concepts: the identified patient, homeostasis, the scale of differentiation, the extended family field, and the emotional triangle.

The first concept related to the fact that if one part of a system dysfunctioned, called the identified patient, it was an indication of a problem in the structure or process of the system rather then a problem with the part. In a human system, a person dysfunctioning may be in the position of the system where most of the anxiety is taken on or directed.

The second concept of family systems thinking is the characteristic of systems to maintain a homeostasis or balance, in order to preserve the identity or existence of the system. This then characterizes human systems as resistive to change.

When combining the first two concepts, systems will fight to maintain their structure by adapting and tolerating the trouble-maker or incompetents, but will ignore or let go of the creative thinkers who disturb the balance of things.

The third concept was entitled the scale of differentiation, which was described as the measurement of the ability of the individuals in the system to be able to define themselves relative to personal goals, feelings, and values apart from the existing togetherness pressures of the system. By observing the relationship structure in the system, one can determine the degree to which individuals act interdependently to one another. Individuals in the system who are highly interdependent are said to be structured in serial, or one after the other interlinked. They are totally reactive to one another and have a very high degree of togetherness. A parallel structure of relationships in a system occurs when individuals have independent connections to the main source of energy, where each person was less dependent on how the others in the system are functioning. The parallel structure of relationships is believed to function better in a crisis situation because there is less reactivity to the anxiety in the system, thus less stuck togetherness.

Friedman (1985) stated that the differentiated individuals in the system act as circuit breakers to anxiety by having the ability to act as an 'I' while remaining connected with the system. Using the scale of differentiation, at one end of the scale, those systems that are stuck together in a serial structure, tend to be either in constant conflict by being so reactive to one another, or individuals sacrifice their own selves to have a homey togetherness. For those systems that fell midway down the scale, the reaction of individuals in the system is to sabotage any movement of others up the scale of differentiation, by moving down the scale in differentiation and trying to strengthen the togetherness of the system. The other end of the scale of differentiation, represented by a parallel structure, are relationship system that are less concerned with togetherness and promoting self differentiation. This group might even appear disconnected, with little emphasis on "us" or "we" or "you" (blaming) statements. The parallel structure is more adaptable and able to change, and better able to deal with conflict or crisis (Friedman, 1985).

> Anxious systems are less likely to have differentiated leaders, while leaderless systems are likely to be anxious (Friedman, 1985:29).

The fourth concept of family systems thinking relates to the importance of the position in the system, what Friedman (1985) called the extended family field. This field encompasses the family of origin and other relatives, and the influences of one's position in the family.

> Each unique position can dilute or nourish natural strengths; it can be a dragging weight that slows our progress throughout life, or an additive that enriches the mixture of our propelling fuel. The more we understand the position, therefore, and the more we can learn to occupy it with grace and 'savey', rather than fleeing from it or unwittingly allowing it to program our destiny, the more effectively we can function in any other area of our life (Friedman, 1985:34).

Through the homeostasis process every position in an family, work, or any other kind of system has a history and established expectations relative to the relationship system (who is emotionally triangled with who).

The final concept of family systems thinking relates to the emotional process in systems, referred to as the emotional triangle. The three parts of an emotional triangle, whether the parts be persons or issues, have been found to behave in predictable ways.

> The basic law of emotional triangles is that when any two parts of a system become uncomfortable with one another, they will 'triangle in' or focus upon a third person or issue as a way of stabilizing their own relationship with one another. A person may be said to be 'triangled' if he or she gets caught in the middle as the focus of such unresolved issue. Conversely when others try to change the relationship of two others (two people, or a person and his or her symptom or belief), they 'triangle' themselves into that relationship (and often stabilize the very situation they are trying to change) (Friedman, 1985:36).

In the work system a typical triangle is any position of responsibility, the person one oversees, and the person who oversees you. Friedman (1985:36-39) provided seven laws for emotional triangles.

1. The relationship of any two members of an emotional triangle is kept in balance by the way a third party relates to each of them or their relationship.

2. If one is the third party in an emotional triangle it is generally not possible to bring change (for more than a week) to the relationship of the other two parts by trying to change their relationship directly.

3. Attempts to change the relationship of the other two sides of an emotional triangle not only are generally ineffective, but also, homeostatic forces often convert these efforts to their opposite intent.

4. To the extent a third party to an emotional triangle tries unsuccessfully to change the relationship of the other two, the more likely it is that the third party will end up with all the stress for the other two.

5. The various triangles in an emotional system interlock so that efforts to bring change to any one of them is often resisted by homeostatic forces in the others or in the system itself. Usually one triangle in an interlocking system is primary, so that change in one is more likely to induce change in the others. The primary triangles tend to be those that involve family of origin, even when the other interlocking triangle is in the work system.

6. One side of an emotional triangle tends to be more conflictual than the others. In relationship systems that are not healthy, the conflict tends to be located on one particular side of a triangle (the identified patient or relationship).

7. We can only change a relationship to which we belong. Therefore, the way to bring change to the relationship of two others (and no one said it was easy) is to try to maintain a well-defined relationship with each, and to avoid the responsibility for their relationship with one another. To the extent we can maintain a 'nonanxious presence' in a triangle, such a stance has the potential to modify the anxiety in the others. The problem is to be nonanxious and present.

In applying family systems thinking to leadership, Friedman (1985:221) stated that "an organism tended to function best when its 'head' is well differentiated," and it was primarily the one or two people at the top of any system that determine the overall health, functioning, and continued existence if leadership was lost. The differentiated leadership style presented by Friedman (1985:221) was not concerned with the ability to motivate others and many other such burdensome responsibilities, but "has more to do with the leader's capacity for self-definition."

One concept from family systems thinking, important to understanding leadership, was the paradoxical triangles of resistance that exist when teachers, salesmen, therapist, or doctors tend to think they have to motivate the other person to change. A treadmill develops with the leader trying harder and harder to influence others to change. The change created will either be short lived or eventually stabilize the very situation the leader was trying to change. Thus the paradox, the harder you push, the greater the counterproductivity, for the leader became triangled with the follower and the issue/other person. The leader, as a result of being triangled, takes on the anxiety and stress of the problem.

Also important to understanding leadership is the systems thinking concept of homeostasis, as there will be resistance and sabotage when the leader identifies the triangle, tries to become detriangled, and manifests a change in the relationship system. Any change to the system will be met with resistance and sabotage, and leaders aware of this should not let these reactions sidetrack them. In fact, sabotage is a good indication of effective leadership. The recommended reaction of the leader is to be nonreactive and present when faced with sabotage, to be aware of the natural resistance to change, and to avoid being triangled when someone approaches with a problem.

Friedman (1985) stated that all the aims and approaches to leadership fall along a continuum, with one end characterized as charisma leadership and the opposite end being consensus leadership. "Those who champion the charismatic approach to leadership try to make the most out of that indefinable, magnetic, personally attractive quality that is exuded by certain people" (Friedman, 1985:225). These leaders are particularly good in depressed systems as they can inspire, unify, and lift it up rapidly. The problems with this style of leadership can potentially include: (1) polarization of issues with emotions and issues being integrated due to the emphasis on the personality of the leader; (2) polarization of the group with other systems, with the charismatic leader creating a homogenous group that will tend to identify itself in opposition to other group; (3) problems with succession of leadership with the group so dependent on the leader; (4) an unhealthy stressful situation for the leader as they tend to over function and be triangled emotionally with the followers; and (5) the inability to foster individuality as the followers become clones of the charismatic leader. Systems need to be "weary of too slavishly following the leader" (Friedman, 1985:227).

On the other extreme, consensus leadership, though trying to avoid the negative effects of charismatic leadership, could potentially create similar effects.

> Consensus is prepared to wait longer for 'results', being more concerned with the development of a cohesive infrastructure. It tends to value peace over progress and personal relationships (feelings) over ideas (Friedman, 1985:227).

The consensus leader was described to be supportive and a resource person to the group. Individualization of the leader would create anxiety in the consensus group. This group works to avoid polarization attempting to create a personality from the group from which to work from as a whole.

The problems that can arise with consensus leadership include: (1) a less imaginative group that discourages a solitary way of creative thought; (2) a leaderless group is easily made anxious as it lacks a circuit breaker effect of a differentiated person; (3) extremists in the group are given strength as the group works to create togetherness; and (4) there are no guarantees against polarization of the group with other groups especially as the group reaches its' goal of togetherness. What the consensus leadership style can become is a stuck togetherness that is essentially unhealthy for everyone.

Friedman, 1985, presented a new perspective on leadership that he called leadership through differentiation.

> The family systems approach to leadership thus comes at a tangent to the charisma-consensus continuum. At times it can appear to resemble either end, but its thinking is at a different level of inquiry. For example, like the charisma approach, it recognizes the importance of personal leadership, but it emphasizes the leader's position in the system rather than his or her personality (Friedman, 1985:228).

Three basic components were introduced with the concept of leadership through differentiation. The first is the ability of the leader to be differentiated but basically stay in touch and connected with the system. Differentiation does not imply independence or selfish individuality. "The second central component is the capacity and willingness of the leader to take nonreactive, clearly conceived, and clearly defined positions" (Friedman, 1985:229). The third component relates to the ability of the leader to deal with sabotage, as the less differentiated the followers are the more likely they are to react to the differentiation of the leader by attempting to sabotage the leader. "Crucial here is the leader's capacity to distinguish process from content, and the ability to be playful, that is, not serious or anxiously helpful" (Friedman, 1985:230). Sabotage is viewed as part of the process of systems, and not a contextual item, and it is the experienced leader who can identify which is which. Seduction is viewed as another attempt to sabotage, when someone who was thinking they were working for the leaders best interest makes a suggestion of taking things slower or moving in another direction.

> Leadership through self-differentiation has a significantly different effect on the paradoxes of resistance than do the models of leadership through charisma or consensus. It eliminates the leverage of the dependent; it reduces conflict of will; and it accomplishes these without increasing the potential for cloning (Friedman, 1985:231).

When the leader is trying to change the followers, the followers end up being in charge by triangling the leader and creating stabilization. In leadership through differentiation, the flow is reversed with the followers trying to change the leader. This reversal in the flow of energy is viewed to be far less stressful and ultimately more effective. Self differentiation reduces anxiety levels in the system by acting as a circuit breaker, and creates a more adaptable system by promoting others to become more self-differentiated, as opposed to cloning.

Friedman (1985) stated that the true value of differentiation through leadership is only attained when there is a balance between promoting growth (self-differentiation in others and oneself) and achieving goals. In this sense, this style of leadership promotes the continued evolution of the system.

Friedman also stated that the more differentiated the self, the more natural, care and concern becomes. A more objective approach includes care and concern for self. This is very important, for the functioning of the followers in the system is relative to the functioning of the leader. The leader's prime responsibility is to work on self differentiation. Self-identity is not sacrificed for togetherness; this is the underlying value stated in this perspective of leadership.

> People seek leadership. They want to join in the pursuit of goals and values they perceive as worthwhile. Organizations with strong leaders at the helm are, as a rule, the ones that respect the dignity, autonomy and self-esteem of the followers. People willingly sign up to serve under such leaders (Zenger, 1985:44).

Heider (1985) has translated and adapted the Chinese book of wisdom called Tao Te Ching, which is translated into the Book (Ching) of How (Tao) Things Happen or Work (Te). Heider used it as a text in workshops for psychotherapists, humanistic educators, and group leaders. What has convinced him that this approach to leadership is relevant and applicable in the 1980's was the overwhelming acceptance of this wisdom from the students.

The Tao Te Ching is made up of three parts, and outlining them will provide a greater understanding of the book.

1. Natural law, or how things happen.
2. A way of life, or how to live in conscious harmony with natural law.
3. A method of leadership, or how to govern or educate others in accordance with natural law.

The following are some examples from Heider (1985).

They represent the three parts of the Tao Te Ching.

## Tao Means How

Tao means how: how things happen, how things work.
Tao is the single principle underlying all creation.
Tao is God.
Tao cannot be defined, because it applies to everything.
If you can define a principle, it is not Tao.

Tao is a principle. Creation, on the other hand is a process.
There is all there is: principle and process, how and what.
All creation unfolds according to Tao. There is no other way.

Tao cannot be defined, but Tao can be known. The method is meditation, or being aware of what is happening. By being aware of what is happening, I begin to sense how it is happening. I begin to sense Tao.

To become aware of what is happening, I must pay attention with an open mind. I must set aside my personal prejudices or biases. Prejudiced people see only what fits those prejudices.

The method of meditation works, because principle and process are inseparable. All process reveals the underlying principle. This means that I can know Tao. I can know God.
By knowing Tao, I know how things happen.

## Polarities

All behavior consists of opposites or polarities. If I do anything more and more, over and over, its polarity will appear.

For example, striving to be beautiful makes a person ugly, and trying too hard to be kind is a form of selfishness.

Any over-determined behavior produces its opposite:
- An obsession with living suggests worry about dying.
- True simplicity is not easy.
- Is it a long time or a short time since we last met?
- The braggart probably feels small and insecure.
- Who would be first ends up last.

Knowing how polarities work, the wise leader does not push to make thing happen, but allows process to unfold on its own.

The leaders teaches by example rather than by lecturing others on how they ought to be.

The leader knows that constant interventions will block the group's process to unfold on its own. The leader does not insist that things come out a certain way.

The wise leader does not seek a lot of money or a lot of praise. Nevertheless, there is plenty of both.

## Being Oneself

The wise leader does not make a show of holiness or pass out grades for good performance. That would create a climate of success and failure. Competition and jealousy follow.

Emphasizing material success is the same: those who have a lot become greedy, and those who have little become thieves.

When you reinforce appearances, people scramble to please.

The wise leader pays respectful attention to all behavior. Thus the group becomes open to more and more possibilities of behavior. People learn a great deal when they are open to everything and not just figuring out what pleases the teacher.

The leader shows that style is no substitute for substance, that knowing certain facts is not more powerful than simple wisdom, that creating an impression is not more potent than acting from one's center.

The students learn that effective action arises out of silence and a clear sense of being. In this they find a source of peace. They discover that the person who is down-to-earth can do what needs doing more effectively than the person who is merely busy.

## The Ripple Effect

Do you want to be a positive influence in the world? First, get your own life in order. Ground yourself in the single principle so that your behavior is wholesome and effective. If you do that, you will earn respect and be a powerful influence.

Your behavior influences others through a ripple effect. A ripple effect works because everyone influences everyone else. Powerful people are powerful influences.

If your life works, you influence your family. If your family works, your family influences the community. If your community works, your community influences the nation. If your nation works, your nation influences the world. If your world works, the ripple effect spreads throughout the cosmos.

Remember that your influence begins with you and ripples outward. So be sure that your influence is both potent and wholesome.

How do I know that this works?

All growth spreads outward from a fertile and potent nucleus. You are a nucleus.

## Three Leadership Qualities

Here is a paradox: even though the single principle of how everything happens is great, those who follow the principle know that they are ordinary.

Great egocentricity does not make a person great. The common ground of all creation is a greater source of life than any exalted isolation.

These three qualities are invaluable to the leader:

- Compassion for all creatures
- Material simplicity or frugality
- A sense of equality or modesty.

A compassionate person acts in behalf of everyone's right to life. Material simplicity gives one an abundance to share. A sense of equality is, paradoxically, one's true greatness.

It is a mistake to rationalize that excessive consumption contributes to the well-being of others by giving them employment. It is a mistake to imagine that a person who acts immodestly or in a superior way is, in fact, a genuinely superior person.

These are all egocentric behaviors. They isolate a person from the common ground of existence. They produce rigidity and death.

Compassion, sharing, and equality, on the other hand, sustain life. This is because we are all one. When I care for you. I enhance the harmonious energy of the whole. And that is life.

## Common Themes in Leadership Theories

There were many common themes found within the leadership theories presented in this review of literature. These themes are presented below.

(1) Leadership is a function of power. Personal power or power-with is valued more by the group members than the use of position power or power-over. The preferred leader is able to model the values and beliefs of the culture, which is for a more egalitarian or democratic society.

(2) The leadership process involves an interdependent relationship between leader and follower behavior relative to the situation.

(3) The power of the leader is extensive, for all systems work to maintain a homeostasis (Friedman, 1985), and an overall integrity of systems was found between the characteristics of the leader and the system (Likert,1967).

(4) The organization or system has the tendency to become structured and controlling (Likert, 1967); therefore one of the responsibilities of leadership is to modify this by creating the freedom for the members to actualize their intrinsic motivation. This may be accomplished through participative management (Likert, 1967), subordinate centered-leadership (Tannenbaum & Weschler, 1961), participating or delegating leadership (Hersey & Blanchard, 1977), team management (Blake & Mouton, 1978), or leadership through self differentiation (Friedman, 1985).

(5) The characteristics of the leader will be reflected in

the group or system; therefore the main emphasis in leadership development is with self development.

(6) The organization or system is dynamically in process with the leadership behavior, follower behavior, and situation all intricately interdependent and variable. This process involves shifting between polarities with the aim of maintaining a balance or homeostasis.

The concept of balance was a central theme throughout all the theories explored. Balance was depicted in Hersey & Blanchard's (1972) normal curve in their model of situational leadership, in the teeter tooter model from Tannenbaum & Weschler (1961) representing the continuum of leadership behavior, in Blake & Mouton's determination that both a high concern for people and high concern for work was the one best style, and in the differentiated leadership theory described at a tangent to the middle of a continuum between consensus and charismatic leadership, by Friedman (1985).

The concept of balance, as a major responsibility of leadership, requires an understanding of polarities as described by Heider (1985), the concepts of systems thinking as described by Friedman (1985), and the kinds of power used that create equality or balance, through the use of personal power or power-with (Starhawk, 1987).

The common pitfall with leadership, as described by Friedman (1985), was attempting to change the behavior of others by motivating change in some way. This behavior was found to be counterproductive and a form of triangulation where the leader takes responsibility for the group members behavior. It was recommended by Friedman (1985) that the focus of leadership be on self differentiation, that maintains a balance between self-identity and group identity and between the power of the group and power of the individual.

## OUTDOOR LEADERSHIP

### What is Outdoor Leadership?

In order to describe what outdoor leadership is from a cultural perspective, summaries from a selection of different papers, books, and studies that discuss outdoor leadership are provided. The discussion in this section focuses on: (1) three approaches in outdoor education, (2) an integrative outdoor education approach, (3) outdoor leadership competencies, and (4) two summaries of models used to develop outdoor leadership. The summaries presented are assumed to be reflective of the cultural knowledge of outdoor leadership, outdoor leadership development, and wilderness travel.

As outlined in the definition of terms, outdoor leadership is defined as the process of leadership that occurs in the context of outdoor education programs, where leadership is the process of creating pattern and order in the group. Outdoor education programs are defined as those programs where there is education, in, about, and for the outdoors, as defined by Donaldson & Donaldson (1958) (See Definition of Terms).

### Three Approaches in Outdoor Education

The context or social situation in which outdoor leadership occurs needs to be addressed. In a paper that describes a classification of non-motorized wilderness leisure travelers, Henderson & Scott (1981) determined three dominant thrusts to wilderness leisure programmes, which are also considered the three approaches found in outdoor education. Outdoor leadership behavior was described by Henderson & Scott (1981) to vary relative to the outdoor education approach adopted. The variability in outdoor leadership behavior will be briefly described along with the social situation or outdoor education approach.

In their paper, the outdoor situation is described as follows:

> The backwoods trail might be usefully construed as a kind of 'stage' where the tourist and his fellow travelers as 'actors' may create their own travelling drama expressing their unique collective definitions of the human quest. The river becomes a screen for projecting their unique communal Odyssey. The 'landscapes' of the trail becomes a kind of psychological projective test for expressing their particular needs, objectives and perceptions. Each individual brings a 'cognitive map' of definitions and expectations of self and 'wilderness' that he contributes to the group's collective world view or 'mindscape'. As the sociologist W.I. Thomas (1928) has shown, it is not the physical world or 'landscapes' that we act on but our 'definitions of the situation' or 'mindscapes' that has the most 'real' consequences (Henderson & Scott, 1981:1).

The three approaches to outdoor education represent the major themes that can independently or interdependently function in outdoor education programs. They were outdoor adventure, group outdoor living, and environmental studies.

Outdoor adventure, the first approach in outdoor education, is representative of those programs or 'mindscapes' that evolved from the Outward Bound movement. The basic elements of outdoor adventure include some form of challenge or self testing with the perception that "the larger environment is primarily a thing clearly detached from self that they must confront and overcome" (Henderson & Scott, 1981:6). Typical activities that are representative of this approach include canoeing, skiing, mountain climbing, orienteering, survival camping, and so on. Specific outdoor education programs that fall under this approach include adventure education, outdoor pursuits, survival education, and various therapeutic outdoor programs such as Enviros (Calgary, Alberta). The generic theme found in this approach in outdoor education was "individual self awareness through group adventure" (Henderson & Scott, 1981:7).

The second approach to outdoor education is environmental studies. The goal of environmental studies is to experience first hand and learn from the natural world, whether that be aesthetic appreciation, scientific knowledge, conservation, or inspiration. The perspective in the environmental studies approach links the conservation and preservation of the natural environment with the well being and survival of the human race. Activities that develop this perspective include; nature hikes, acclimatization exercises, interpretive walks, plant and wildlife identification, environmental games, field trips, outdoor laboratories and so on. Outdoor education programs that fall under this approach include environmental education, nature studies, conservation education, acclimatization, and nature interpretation. The generic theme found in this approach to outdoor education is that awareness and appreciation of the natural environment, through first hand exploration, can further one's understanding of nature, and ultimately generate action that aims to preserve and conserve the natural environment.

The third approach found in outdoor education is group outdoor living. The 'mindscape' in this approach reflects the explorer, pioneer way of life, or a native Indian historical existence. Overall there is an attempt to re-create or re-discover our historical roots to the land. Group outdoor living approaches to outdoor education are seen in many of the camping programs, such as, Boy Scouts, YW-YMCA camp programs, private summer camps, and so on. The generic theme in this approach is that group outdoor living experiences provide a quality to life and connects the western culture with their roots.

A description of the different types of wilderness travelers from each approach are presented to further describe the context or social situations in which outdoor leadership occurs.

Within the outdoor adventure approach, travelers are described by Henderson and Scott (1981) as outdoor pursuitists, which include the following examples of wilderness travelers; whitewater jock, river bagger, and survivalist. A description of these travelers provide a deeper understanding of the outdoor adventure approach in outdoor education and provide a brief description of group and outdoor leadership behavior linked with this approach.

The whitewater jock wilderness traveler seeks challenge with the use of a natural playground, which in this case, a quest to paddle challenging rivers. The group climate tends to find informal competition among individuals in the group, and the group may formally organize a safety/rescue team. The leadership style/role found in the group is relatively democratic.

The river bagger wilderness traveler is driven to collect trophy trips, so the group climate tends to be very goal orientated with the emphasis on getting from point A to point B, which might require long days of travel. Efficiency is highly valued resulting in divided labor and the leadership style/role is task orientated or typical of leadership found in the military.

The survivalist is a unique traveler but an adverturist all the same. Unlike the other travelers mentioned above, the survivalist does not make use of modern technology but "challenges himself by attempting to subsist in the bush with limited technology, often only a pocketknife and a few matches" (Henderson & Scott, 1981:6).

From the environmental studies approach in outdoor education, the environmentalist wilderness travelers include the field student and wilderness aesthetic. The field student "seeks out opportunities to study his environment first hand in situ in the field" (Henderson & Scott, 1981:11). The group travels as a research team and would be very task orientated. The wilderness aesthetic traveler, on the other hand, is "an aesthetic striving to see the essence (romantic and spiritual) through the poet's eye and record it in ideal form" (Henderson & Scott, 1981:13). The group is typically made up of artists who are seeking solitude and fellowship. In both cases the leader would act like a guide who ensures the survival and comfort of the group members who focus on their task.

Representing the group outdoor living approach in outdoor education, the wilderness travelers are described as explorers, with the following examples presented: historical re-explorer, cultural explorer, and existential voyageur.

The historical re-explorer strives to re-enact a past discovery of an exploration route by focusing on the past while in the present. This kind of trip "offers opportunity to discover one's historic roots by retracing and sometimes re-enacting the kind of experience the original explorer would have had" (Henderson & Scott, 1981:19). The group resorts to traditional camping modes, and is made up of a cast of actors that are reconstructing history live. The leader is the dramatic director, guide, and historical interpreter.

The cultural explorer may go to live with a native group "to try to experience and see the native's point of view" (Henderson & Scott, 1981:17), or be in search for the primitive where as a hunter-gather the bush becomes home with life activities centering around providing food and shelter from the environment.

> Both types of 'cultural explorers' seek to bracket their own cultural skin, to strip away this onion peel layering of their culture, and to try to re-discover a more 'natural', primal way of being. This experiential immersion involves both action and reflection to re-create the alternate world view. The traveller seeks to re-discover the historical roots of self and/or to fuse self in nature (Henderson & Scott, 1981:16).

For the travelers who search for the primitive, the "self and others are joined in a cooperative living community where sharing is a way of life" (Henderson & Scott, 1981:16). Leadership temporarily emerges, though seemingly nonexistent and decisions are made democratically.

When immersed in a native culture one can become part of a 'cooperative subsistence community'. The 'headman' provides a light-handed type of leadership, where a "task leader for each job emerges by natural authority under the overall quiet direction of the headman" (Henderson & Scott, 1981:19). Decisions are made by consensus which tends to be accomplished in a quiet unspoken manner. Living on 'bush time' the traveler becomes part of the relaxed, happy, and noncompetitive group.

The last explorer, on a quest in search of self, is the existential voyageur. "For him each moment of the trail offers him opportunities to grasp his freedom and create meaning" (Henderson & Scott, 1981:21). This traveler requires the flexibility to wander aimlessly, thus the group can be leaderless, with only temporary leaders observed to emerge. The decisions are made democratically.

In summary, Henderson & Scott (1981) have described what they believed to be the dominant thrust in wilderness leisure travel programmes, which were representative of the three dominant approaches in outdoor education. The descriptions of the wilderness travelers provide cultural descriptions of the diversity of images linked with wilderness travel and the context or social situation in which outdoor leadership behavior varies.

## Integrative Outdoor Education Approach

Henderson (1981) assisted in the design of the Explorations Program using his concepts of an integrative approach to outdoor education and outdoor leadership.

Henderson (1981:31) believed that the Canadian camping experience is as follows:

> This is experiencing a sense of wonder, romance and intangible kinship to past cultural tradition of the land... to feel a sense of one's roots to the land.

Specifically the reasons people participate in extended camping, defined as anywhere from an eight to an ideally twenty-day trip, were as follows:

> 1. For the experience of achieving on one's own.
> 2. To be part of and participate in joyous group life - to make a moment special.
> 3. To experience a sense of harmony and belonging between the land and oneself - to sense a purpose in living.
> 4. To sense a closeness for those who were part of the land in the past - they are our roots to this land (Henderson, 1981:31).

It is possible for the extended camping experience to incorporate "a process that undermines the inherent values of the camping experience" (Henderson, 1981:32-33). This process would tend to place too much emphasis on one approach to outdoor education, whether that be on adventure/challenge or field studies. Henderson believed that an integration of various approaches to outdoor education would better address the various needs of extended campers.

> ... all activity is seen as an integral part of the living experience in the area. The developed common goal is a merging of mixed interests and skills into simply traveling together in an area. No activity is necessarily sought out more than another because the point is to travel in an area - to experience all its presents (Henderson, 1981:72).

The leadership characteristics needed to facilitate an Integrative approach to outdoor education was outlined by Henderson. Outdoor leadership needed to be developed as a science and an art. The science of outdoor leadership, as an important prerequisite, "deals with the external elements acting on the group," or "the technical skills required for travel, the wise use of equipment, and most important, the group's physical comfort and safety"

(Henderson, 1981:87).

> The art of leadership is often a forgotten theme in outdoor leadership. It is a concern by a leader for the group's intrinsic growth (Henderson, 1981:87).

The art of leadership is addressed when the outdoor leader begins to question his/her role and influence on the intrinsic growth of the group. What is first required is a realization that the role model was very powerful, particularly with inexperienced campers. Strict self-examination of the leader is necessary, and Henderson provided the introspective questions.

> Am I being genuine with myself as a human being amongst other human beings? (1981:90)

Being human implies that everyone makes mistakes and everyone has unlimited potentials for growth. The outdoor leader is not seen as being superior to others, but has the task of being responsible to the group, not responsible for the group. This responsibility to the group is shared by the group members. This ideally includes involving the group in pretrip planning, decision-making on the trip, and post-trip activities that ease the change from a close knit camping group back into city life.

Henderson stated that the valued extended camping experience should embody the concepts of leadership developed by some of the Canadian native peoples that hold egalitarian cultural values.

> ...leadership implies being responsible for yourself so that one can be responsible for others (Henderson, 1981:93).

Leadership was not highlighted or emphasized. It was considered to be flexible so that others could learn to take responsibility. Responsibility was assumed by the one who took the initiative, thus the flexible leader provided the opportunity for others to test and strengthen their abilities and awareness of self. What was valued was the respect, from others and self, for one's ability to be self sufficient.

The question that leaders needs to ask of themselves was: "Do I teach or do I manipulate?" (Henderson, 1981:90). As an outdoor leader, concerned for the intrinsic growth of the group, sharing or teaching occurs, but outdoor leaders need to examine their motivations that may limit one's ability to focus on this main objective. The over-preoccupation with self-importance tends to manipulate others into behaving in ways that primarily aim to satisfy the self-needs. This could create group dependency to provide an ego boost for the leader, or the over-use of directive teaching makes the teacher, and not the learner, the focus. The art to becoming a great teacher is in the realization or discovery of one's own insignificance, which transfers the focus to the learner or the task and away from the teacher.

The integrative outdoor leader must develop his/her art of leadership through a willingness to explore new and varied educational approaches that have multidimensional procedures that can be used to arrive at learning objectives. The topics of what to teach involve the "total learning potential of the outdoors" (Henderson, 1981:94).

> For the imaginative playful character, he may provide countless playgrounds and games from the variety of the land, such as follow the leader on a driftwood shore, and sand castle cities on a beach after a rain. For the scientific quizzical nature he may point out animals' habits and presence, such as rabbit runs, and birds' nests. And for the sensual individual he may provide countless new experiences such as night travel, or sitting out a rainstorm in a spruce forest with its powerful smells (Henderson, 1981:94).

The teaching approach needs to blend with the travel approach that tends more toward "seemingly purposeless existence" (Henderson, 1981:95). The teaching moment is spontaneous in nature, lacking in formality or perceived structure.

As the integrative outdoor leader encourages individuals to initiate decision-making, tasks, or take on responsibilities, he/she also encourages individuals to initiate learning situations by promoting the adventurous, questioning mind and body that wishes to explore and experience the natural world to its fullest. In this sense the integrative outdoor leader is responsible to the group for highlighting a learning situation, but not responsible for the group to learn. This approach is best achieved by involving the group in pretrip gathering of information in such areas as environmental studies, history, geography, and anthropology.

> In conclusion, then, how does the leader perceive his own significance as a leader and fellow being in the group? He enters into the group experience as a fellow participant, not superior, but rather freed from an

> exaggerated self-interest. How does he attain to intrinsic gain in individuals? His presence, he is aware, serves as guidance in being. He is thus responsible to a group, not for them. How does he identify learning experiences for others? He lives life in the present and is thus free to capture every moment. He considers the whole person, physically, intellectually and spiritually simply because he is so (Henderson, 1981:96).

## Outdoor Leadership Competency

Buell (1981:3) conducted a study that addressed the concept of outdoor leader competency at the entry-level and for the experienced outdoor leader.

> The study identified and prioritized selected Outdoor Leadership skills, knowledge and behavior competencies necessary for professional performance. The study identified the degree of importance of over 230 Outdoor Leadership competencies as ranked by 120 outdoor leaders, program directors and instructor/trainers in the United States and Canada (Buell, 1983:3).

Buell believed that the identification of the basic competencies required of outdoor leaders would contribute toward improving the quality of outdoor programming and outdoor leadership.

Buell stated that "leadership is the single most critical aspect of conducting Outdoor Programs" (1983:1). The essence of leadership, that which gives leadership worth and meaning, "is the ability to assist others to not only identify goals but to help achieve them" (Buell, 1983:6). In this sense, outdoor leadership is seen as an art and science which combines interpersonal and personal understandings (subjective/sensitivity), with skill (objectivity/rationality).

Leadership was defined as a process that arose from "the need for some specific action, decision or initiative by one or more persons acting in the leadership role" (Buell, 1983:7). This leadership process functions on many levels operating within the continuum of leadership styles that ranged from autocratic to laissez-faire, with the main emphasis on the democratic functions in the middle portion of the continuum. Buell stated that each of these styles are present during outdoor programs but it is the function and responsibilities associated with decision-making that usually predetermines the placement of these leadership styles.

> It is imperative that the person serving as the leader be willing and able to provide autocratic leadership when situations arise which can endanger the health and general welfare of an individual or the group (Buell, 1983:7).

This was interpreted to imply that autocratic, authority decisions, that primarily related to the safety of the group, is the responsibility of the outdoor leader(s). Those decisions that concern the general functioning of the group are the responsibility of the group (including the leader), and these decisions are made in the democratic spirit. Outside of group functions, individual decisions are the responsibility of the individual, with the leader generally indifferent.

Buell cited a study by Lewin, Lippitt, and White (1939) that looked at the impact of specific leadership styles. They determined that specific behaviors resulted from these styles.

> The democratic leadership style produced greater initiative, a higher functional level, and a willingness to work as member of the group. The autocratic leadership style lessened the spontaneity and creativity of the participants, while the laissez-faire style restricted enthusiasm and sense of purpose (Buell, 1983:7).

Buell stated that the outdoor leaders' perception of life affected their ability to artfully combine autocratic and democratic leadership styles. Danforth found that individuals and leaders who believed they were victims of their environment would have the tendency to "develop skills through manipulation of the power forces including coercion, force, and power" (Buell, 1983:7). Those who believed that they had control of their own destinies would "encourage people to understand themselves and take control of their own destinies" (Buell, 1983:7).

> Leadership is affected by how people perceive themselves, the degree of self-enhancement sought by the various individuals and the amount of motivation the people have toward fulfillment of their goals (Buell, 1983:7).

Buell stressed the importance of good followership in the democratic group. A good follower was described as a person having the ability to complete the tasks within a cooperative group. The democratic group situation is necessary, stated Buell, as it stresses the importance of individual rights. At the same time the individual learns to accept a lesser role, which the outdoor leader needs to do in order for the group members to accomplish their goals (i.e. develop self-sufficiency). Each individual is responsible for maintaining open communication with the followers and leaders by way of suggestions, criticisms and evaluations that aim to serve the task at hand. Buell said that the role of follower and leader changes periodically and situationally with each member of the group; therefore it was very important to emphasize followership in democratic groups.

Buell described the science of leadership as leadership methods, techniques, and strategies while the art of leadership was seen as the style or expression of personal characteristics.

Within the science of outdoor leadership, Buell said, the methods of leadership addressed the initiation and accomplishment of identified group and/or individual goals and objectives. These techniques and action plans would serve as a means to evaluate objectively the outdoor program.

> "The 'techniques' of leadership are the fundamental skill, insight and understanding which must be exhibited during the program, and which will aid in making the experience more pleasurable, safe, and meaningful" (Buell, 1983:8).

The art of leadership, as viewed by Buell, was very subjective and was concerned more with how something was presented as opposed to the substance of the presentation. Although style was seen as an expression of personal characteristics it was also an expression of how the leader perceived self and others. Buell (1983) stated that the development of the whole outdoor leader required focussing on the science and the art of leadership.

Buell provided his definition of outdoor adventure education:

> Outdoor Adventure is the process of encountering and solving, in an out-of-door or simulated out-of-door setting, exciting and daring physiologically psychological, and sociological challenges and stress which lead to personal and group awareness and growth. The process includes individual and group initiative and action, living and learning skill acquisition, and environmental awareness, understanding and action (Buell, 1983:10).

The highlights from Buell's (1983:31) study included the following priority listing of outdoor skills for entry-level and experienced outdoor leaders.

| | Entry-Level Rank | Exp.-Level Rank |
|---|---|---|
| First Aid & Safety | 1 | 1 |
| Physical Fitness | 2 | 11 |
| Personal & Group Equipment | 3 | 2 |
| Water Safety Procedures | 4 | 3 |
| Hiking and Trail Techniques | 5 | 5 |
| Campcraft | 6 | 10 |
| Expedition Behavior | 7 | 6 |
| Food Preparation | 8 | 7 |
| Navigation & Route Planning | 9 | 4 |
| On-the-trail Activities | 10 | 9 |
| Search & Rescue | 12 | 12 |
| Environmental Awareness | 12 | 12 |
| Survival | 13 | 13 |
| Ropecraft | 14 | 15 |
| Weather | 15 | 16 |
| Automobile & Van Use | 16 | 14 |
| Physiology & Nutrition | 17 | 17 |
| Special Mode of Travel | 18 | 18 |
| Toolcraft | 19 | 19 |

## Outdoor Leadership for Adventure Outdoor Education

Rogers (1979:i) presented a conceptual model for training leaders for outdoor adventure activities, looking specifically at "the skill of leadership and not any specific sport or activity." His aim was to create a generalized model that could be used by any agency wishing to train outdoor leaders for outdoor adventure activities.

Rogers (1979) first determined what the perceived participants' desires were for the outdoor experience; then he determined what outdoor leadership characteristics and qualities needed to be developed.

> What we want leaders to have flows from what we want participants to have. Or, we have 'participant desired objectives' which in turn specify 'leaders required' capabilities and knowledge (Rogers, 1979:2).

The participant desired objectives were seen "as the essential components of the outdoor adventure experience" (Rogers, 1979:2). A task force on Adventure Activity determined these to be as follows:

> Environmental Behavior - understanding and practicing the actions required to minimize the impact of the activity of the environment.
>
> Personal Growth - maturation in observable behavior, relative to the state of development in the activity. - social relationships, attitudes, leadership ability, and self-appraisal.
>
> Technical Skills - preparation of the participants with the appropriate progression in technical training, mental attitudes and physical fitness to deal with perceived risk competently and safely.
>
> Safety - the umbrella under which the components of the program are planned and implemented (Rogers, 1979:2).

Rogers described outdoor leadership development as operating on two levels. The first level was concerned with acquiring the basic knowledge of the forces at work during outdoor adventure activities. These forces included environmental forces, psychological forces, safety forces, sociological forces, and technical forces. These were categorized as the building blocks for outdoor leadership development.

> It has been stated before that the forces outlined above become facts with which the leader must become conversant; that these facts become building blocks which allow the formulation of the product or the desired end result of the adventure experience (Rogers, 1979:13).

This can be summarized by saying that an outdoor leader's ability to understand, compare, and ultimately decide was based on the acquired knowledge and experience with the forces at work during outdoor adventure activities.

Rogers' (1979) model or scheme for outdoor leadership development, as seen below, was divided into content and format. The content or knowledge base needed for outdoor leadership development, as listed above, are the building blocks or forces at work in the outdoor adventure experience.

The format of the model was described in four stages, which was broken down into pre-training, in-training, post training, and the end product.

The pre-training stage began with a readiness on the part of the outdoor enthusiast, such that he or she had experienced a successful outdoor adventure. Rogers provided the criteria used to determine readiness which included; chronological age (20 years of age or over), participant experience (minimum of three years experience as a participant in outdoor adventure activities), technical motor skill (at least a basic minimum skill level in at least one outdoor adventure activity), and apprentice leader experience (minimum two). A five-day minimum, assessment period was recommended to determine leadership abilities and then set specific goals and objectives for outdoor leadership training. While in a residence situation, outdoor leaders would participate in practical and theoretical sessions in order to work toward acquiring an objective foundation that combined knowledge and experience of the forces at work in outdoor adventure activities.

The second stage of in-training should take a minimum of one year and maximum of two years. Under the guidance of a critical leader, outdoor leaders in-training would acquire practical experience taking on a variety of leadership roles within a variety of leadership situations. It was during this stage that the outdoor leader was given the maturation time needed to gain the experience necessary to acquire objective judgment.

The post training stage involved another minimum five-day residence of which three days were spent on a trip. The objective was to assist the outdoor leaders in assessing their abilities, particularly their ability to produce the essential components of outdoor adventure experiences. This final assessment period would include peer and facilitator evaluation. With a clear understanding of outdoor leadership abilities, new goals and objectives may be formed to continue personal growth in outdoor leadership abilities.

## Wholistic Leadership Development Model

Benson (1987) developed this Model to provide a framework for the development of an outdoor leadership program for the Blue Lake Centre (established in 1971 by the Alberta Government to develop and improve the leadership of outdoor recreation programs in the province).

Benson stated that leadership development and training activated a process of change directed at improving the performance and effectiveness of leaders. Benson's Wholistic Development Model was designed to create change, not only in leader behavior, but in leader attitudes and values.

> The goal of the Wholistic Leadership Development Model is for the advancement, improvement, and empowerment of the total, entire person as a leader (Benson, 1987:2).

This depth of change was accomplished by interconnecting the 'content skills', or what a learner learns, with a 'facilitation process', that was concerned with how a leader was taught, and a 'change process'. The model was designed to assist with the facilitation and design of leadership programs.

Content skills referred to the skills and knowledge needed to improve leadership effectiveness (ability to achieve desired results or goals), and efficiency (acting with minimal loss or waste). "A leader's performance is dependent upon their ability to appropriately utilize three types of skill" (Benson, 1987:9), which were work skills, people skills, and self skills. Work skills represented the technical knowledge and methods related to the tasks or activities. People skills enabled the leader to interact positively with groups and individuals, for example, listening skills, or giving and receiving feedback. Self skills worked to develop a greater understanding of self in order to form concrete values and views of the world, from which flows attitudes, beliefs, the ability to make a personal stance on specific issues, and ultimately understanding one's intentions in specific situations.

In Benson's Wholistic Leadership Iceberg, the self skills make up the 90 percent of the iceberg submerged under the water, representing the extent that the self skill greatly influences the work and people skills. The work and people skills make up the visual 10 percent part of the iceberg that floats above the waterline. The Wholistic Leadership Iceberg illustrated that in order to create change in leadership effectiveness and efficiency all the content skills needed to be addressed in leadership training programs, and more importantly than otherwise thought, self skills.

Benson believed that a leadership training program must incorporate the principles and concepts associated with the change process. Before individuals could be facilitated through the change process phases, the facilitator must understand how individuals change.

The change process, as Benson (1987) described, moved sequentially, with some overlap, through the following phases: awareness, acceptance, assessment, choosing, action planning, then new learning transfer.

'Awareness' resulted when the individuals became conscious of new information that attracted their attention. With the attention given the new information, an interpretation could be possible, to determine the meaning of the information for the individual.

When the individual either agreed, believed in, or admitted to the 'acceptance' of the information, the individual moved into the next change process phase of acceptance.

The next phase of change was the 'assessment', where past, present, and future life experiences were used to consciously evaluate their behavior, attitudes, and values.

From the assessment, the individual could move to the next phase of change, which was 'choosing' or deciding to select one alternative over another.

From the choice of an alternative, the individual started 'action planning' or determining the specific steps that could lead to the change in the individual's behavior.

The last change process phase was the actual 'new learning transfer', where the action plan became reality.

The facilitation phase in the leadership training program directed individuals through the change process phases. The techniques used would be varied, effective, and would include: theory session (lecture); practice sessions (role play); structured real life situations (actual low risk consequences for their actions), and unstructured real life session (unplanned application); informal, formal, and unstructured feedback provided through the environment activities, designated leaders, peers, or the individual themselves; and that the feedback be generated through a variety of sources such as sharing circles, log books, assessments, and so on. These design features could assist the facilitator in linking or interconnecting the facilitation process and the content skills with the concepts and knowledge found in the change process, thus actualizing the Wholistic Leadership Development Model.

Benson (1987) outlined three basic principles to assist facilitators. First, start "where people are at" by determining the specific leadership skills individuals wish to improve upon. Second, find out where people want to go, or check with the individuals to see if they accept that the skills addressed in the leadership training program will improve their leadership performance. Last, do what works to help people consciously, wilfully, and positively change their behavior, by utilizing the facilitation features discussed above that work to link the content skills with individual behavior, attitudes, and values that direct them through the change process.

Benson (1985) suggested that leaders have a greater responsibility than they may be aware of, as he stated:

> As leaders we are always in the spotlight. We share who we are, and what we are with our followers. We may not have intended to pass on our values, nevertheless, our values are the first things that followers learn from us. Followers learn these from our attitudes, and our actions. This is why leaders have such a great responsibility.
> Share your love, caring, and concern for others.
> SHARE YOUR MAGIC!

could there
be a
distinction between
responsibility &
Share

## DECISION-MAKING PROCESS

> Although we know that some decisions are best made by groups and others are best made by individuals most of us are inclined to select the decision-making agent intuitively, rather than through an application of a set of criteria (Verderber, 1982).

In any discussion of leadership it has been appropriate to examine the methods by which decisions have been made. This section briefly discusses the principles that can be used to determine when group participation in decision-making is more or less desirable, followed by a brief description of six methods of group decision making.

Verderber (1982:13) stated the following.

> Basically individuals have four choices for making a decision: they can delegate the decision-making power to someone else, they can make the decision themselves, they can consult with others to make the decision, or they can form a group and make the decision through group interaction.

The question to answer is: When is group participation in decision-making more or less desirable?

Verderber (1982), upon examining the Vroom and Jago (1974) model of decision-making, extracted six general principles that indicate those situations that make group decision-making more or less desirable.

(1) When the quality of the decision is important, group participation had been found to generate a higher quality decision.

(2) When the acceptance of the decision by the group is important, group participation in the decision-making is more desirable.

(3) When there was a high degree of trust among group members, group participation is more desirable.

(4) If one person has all the information needed to make a decision it is less desirable for group participation in decision-making.

(5) It is also less desirable for group participation in decision-making when a solution or decision that had been applied in the past can be applied in the present situation.

(6) When the decision-making process is limited by time, in the case when immediate action becomes important, group participation in decision-making is less desirable.

Schein (1969) described six group decision-making methods that are seen as important methods, in that, one method should not to be too quickly judged as better than the other, as each was seen to have positive consequences at the appropriate time. Schein stated that by understanding the consequences of the decision-making methods a group can effectively select a decision-making method that is the most appropriate. The following criteria needs to be considered before selecting a decision-making method: "the amount of time available, the past history of the group, the kind of task being worked on, and the kind of climate the group wants to establish" (1969:53).

The first method is a decision by 'lack of response' or plop. In this case an individual makes a suggestion, but receives no response. When this happenes possible solutions may be missed or an unspoken majority may instantly disagree and try to save time by not discussing the issue.

A group may set up a structure so that decisions are made by 'authority rule', as seen in some chairman roles. After hearing the group discuss various options, the chairman would make a final decision. When implementing the decision a potential problem may arise with a lack of energy put into activating the decision. This method may be more efficient, but it may be at the expense of poor implementation of the decision.

The third method of group decision-making was 'decision by minority'. An example of this can occur when one or a few group members strongly voice a preference, then hurry the decision so that the others do not have time to generate any opposition. Another term used to describe this method is railroading. This method can also be called decision by default, when silence is interpreted to mean consent. It might also be the case, though, that the strong voice of the minority is heard and the majority choose to select the alternative strongly voiced, because they did not have strong objections to the alternative voiced. This minority decision is not railroading as long as there is open discussion and no time limits.

Decision by 'majority rule' is one of the most commonly known decision-making methods. A decision by majority rule is usually achieved by voting or polling, with the minority ideally accepting the decision because the decision is the wish of the majority. Schein (1969) noted two barriers that stop the minority from accepting the majority decision. First, there may be the feeling that the minority is not given sufficient time or information to present their views. Last, there is a tendency for the win-loss situation to occur which divides the group into two camps that shifts the focus from making quality decisions to a competition as to who wins the next round.

> If voting is to be used, the group must be sure that it has created a climate in which members feel they have had their day in court, and where members feel obligated to go along with the majority decision (Schein, 1969:56).

The fifth method of decision-making is 'decision by consensus'. Not to be confused with unanimity, decision by consensus is defined as follows.

> ... it is a state of affairs where communications have been sufficiently open, and the group climate has been sufficiently supportive, to make everyone in the group feel that he has had his fair chance to influence the decision. Someone then tests the 'sense of the meeting', carefully avoiding formal procedures like voting. If there is a clear alternative which most members subscribe to, and if those who oppose it feel they have had their fair chance to influence, then a consensus exists (Schein, 1969:56).

Consensus decision-making requires that the group not put time limits on making a decision, therefore it is not applicable in all situations. Those decisions that were believed to be important to everyone necessitate a decision by consensus. This method of decision-making potentially can generate high quality decisions while developing group trust, understanding, and cohesion (Schein, 1969). The flip side to this is:

> Unfortunately this is the kind of decision that most often is made by minorities, costing the group untold hours of wasted effort because of low morale, lack of involvement, and lack of clarity in communication (Schein, 1969:57).

An important condition for decision by consensus is the feeling that all members have been given the time to adequately express themselves. The effectiveness of this method is dependent on the nature of the group, its dedication, trust, and ability to effectively communicate (Schein, 1969).

The last method of group decision-making is 'decision by unanimous consent'. These are decisions noted as being as important that it requires the consent of all group members. The tendency is for the minority to dominate the decision-making, and the problem may be that unanimity is not attainable, with a stalemate resulting once all the alternatives had been presented.

## PROGRESSIVE CULTURAL TRENDS

### Overview

This section in the review of literature provides the reader with the background for concepts and theories referred to in chapter seven and chapter eight. First, Ferguson's (1980) work is summarized, defining and describing the personal and social transformation in the 1980's. Basic to understanding transformation are descriptions of how the brain functions and how change or transformation takes place in the brain. Second, the theory or perspective of social anarchism is provided, for the author discovered this was the implicit perspective from which the Explorations program was initially designed.

### Transformation in the 1980's

Ferguson (1976) came to the conclusion that a personal and social transformation is occurring and substantiates this by presenting discoveries and theories on brain research, physics, and other sciences concerned with human nature and the nature of reality. These discoveries and theories have been considered part of the new paradigm or transformation in the 1980's. A few of these discoveries and theories will be presented along with a description of the transformation process.

> The social activism of the 1960's and the 'consciousness revolution' of the early 1970's seemed to be moving toward a historic synthesis: social transformation resulting from personal transformation - change from the inside out (Ferguson, 1976:18).

The findings from brain research have given new light as to the nature of human beings. In the 1960's and 1970's the functions of the right brain and left brain were investigated, and explained that 'attention' was a deliberate choice. For example, through bio-feedback (attention) individuals can change the temperature of their hand or heart rate. Using the reaction to stress, as an example, one can biologically choose to deny the stress or pay attention to it. The transformation process was said to begin by the choice to pay 'attention' to stress, which links right and left brain in a cooperative effort. This attention or effort is the conscious choice to be aware of one's own consciousness or heart-mind functions. A more detailed look at the discoveries in mind research, Ferguson (1976) described, will clarify how the brain functions.

The right and left hemispheres of the brain have been found to interact all the time, though, they have their own separate functions and can "operate independently as two separate centers of consciousness" (Ferguson, 1976:77). The left brain is known as the verbal left brain, as it controls speech, deals with the past by linking the present experience with past experiences, and operates in snapshots or selectively works with parts. The right brain, commonly referred to as the heart brain, understands language in such a way as to provide emotional inflection with speech. It also thinks in images, like a movie screen, being able to detect patterns and thus is whole-making. The mind-heart brain summarizes the functions of the two hemispheres classified as the mind.

"For both cultural and biological reasons, the left brain seems to dominate awareness in most of us" (Ferguson, 1976:78), and researchers have found that the left brain can take over tasks the right brain is considered superior in performing - synthesis. The left brain, if it habitually cuts off emotions and conflict from the right brain, reduces reality to its' parts.

> Without the benefit of a scapula we perform split-brain surgery on ourselves. We isolate heart and mind. Cut off from the fantasy, dreams, intuitions, and holistic processes of the right brain, the left is sterile. And the right brain, cut off from integration with its organizing partner, keeps recycling its emotional charge. This fragmentation costs us our health and our capacity for intimacy (Ferguson, 1976:79).

In addition to the knowledge of how the brain functions, the capabilities of the brain were studied and produced startling results. The brain has been found to be capable of profound change.

Subjective accounts of transcendent moments, where there were claims that consciousness could be transformed and expanded, were researched around the world.

> The subjective accounts have been correlated with concrete evidence of physical change: higher levels of integration in the brain itself, more efficient processing, different 'harmonics' of the brain's electrical rhythms, shifts in perceptual ability (Ferguson, 1976:67).

Personal transformation has been verified and the brain and consciousness processes were found to be profoundly capable of change. What had the researches shaken were the implications for widespread social change.

> The human brain and behavior are almost unbelievably plastic. True, we are conditioned to be afraid, defensive, and hostile, yet we also have the capacity for extraordinary transcendence. The proven plasticity of the human brain and human awareness offers the possibility that individual evolution may lead to collective evolution (Ferguson, 1976:70).

This collective evolution was what Ferguson (1976) described as transformation in the 1980's, and she found that an Aquarian Conspiracy existed to assist others with personal and social transformation.

A theory, which won the 1977 Nobel prize in chemistry for the Belgian physical chemist, Ilya Prigogin, was called the theory of dissipative structures. Ferguson (1976) believed that this theory was the model of transformation, and its applications were infinite.

In the theory of dissipative structures, nature is considered to be "saturated with order and alive with pattern" (Ferguson, 1976:163), and these systems can be categorized as an open or closed system. A dissipative structure is considered an open system or "as a flowing wholeness" (Ferguson, 1976:164). In other words the system is always in process, but highly organized. In the theory it stated that the more complex, or the more connections of the parts, the more energy was required to maintain all those connections. Thus the more complex the system, the more vulnerable it was to internal fluctuations, or random dispersal of energy. Minor fluctuations in systems could be dampened so as not to damage the structural integrity, but major fluctuations disrupted the system. If increased novel interactions occurred in the system, a reorganization into a new system could result.

> The elements of the old pattern come into contact with each other in new ways and make new connections. The parts reorganize into a new whole. The system escapes into a higher order (Ferguson, 1976:165).

The reorganization to a higher order is possible due to structural cooperation of the elements, as described below:

> The elements of a dissipative structure cooperate to bring about this transformation of the whole. In such a shift, even molecules do not just interact with their immediate neighbors, Prigogine noted, 'but also exhibit coherent behavior suited to the needs of the parent organism' (Ferguson, 1976:165).

The disruption needed to bring about a reorganization to a higher order would link crisis with opportunity and chaos before the creative process. Conflict and suffering would create strength and dissent would be considered as healthy for societies.

> Cultures are the most coherent and strangest of dissipative structures, Prigogine remarked. A critical number of advocates of change can create 'a preferential direction' like the inner ordering of a crystal or magnet that organized the whole (Ferguson, 1976:166).

In physics, a theory by J. S. Bell was experimentally confirmed in 1972, called Bell's Theorem.

> Experiments show that if paired particles (which are identical twins in their polarity) fly apart and the polarity of one is changed by a experimenter, the other changes instantaneously. They remain mysteriously connected.

> This effect is probably not caused by a transfer of information, physicist Nick Herbert said, at least not in the usual sense. Rather it is 'a simple consequence of the oneness of apparently separate objects... a quantum loophole through which physics admits not merely the possibility but the necessity of the mystic's vision: 'We are all one.'' (Ferguson, 1976:172)

These findings may be seen to link physics with parapsychology, as the science of the unknown. The new paradigm in physics can also be compared to eastern philosophy, as has been done by Capra (1975).

Society has not been able to absorb these discoveries and theories because a conceptual framework has not been established; therefore like the many premature studies they have been ignored or repressed.

Systems theory, though, has been applied in all fields, and was considered "symptomatic of a change in our world view. No longer do we see the world in a blind play of atoms, but rather a great organization" (Ferguson, 1976:157). The scientific process required with systems theory is to synthesis or to put things together.

> ... each variable in any system interacts with the other variables so thoroughly that cause and effect cannot be separated. A single variable can be both cause and effect. Reality will not be still. And it cannot be taken apart! You cannot understand a cell, a rat, a brain structure, a family, or a culture if you isolate it from its context. Relationship is everything (Ferguson, 1976:157).

Transformation was defined by Ferguson (1976) as a forming over or restructuring, where one is conscious of one's consciousness or keenly aware. It begins by "paying attention to the flow of attention itself" (Ferguson, 1976:68), which provides a wider perspective. This wider perspective is gained by releasing the control of the left brain, and connecting it with the information processed by the right brain. This gives one access to a fourth dimension that sees the three other dimensions with new eyes (Ferguson, 1976).

The process of transformation can be further understood by an inquiry into the what happens when one gets new or conflicting information. Ferguson (1976) stated there are four basic ways that a person can change their mind. The first is change by exception, where the system accepts a few anomalies, but maintains its structure. The second way is through incremental changes where new information was accepted bit by bit, with the system/individual not aware of the changes. Then, thirdly, there can be a pendulum change, where there is the abandonment of one closed system for another. All of these actually fall short of the fourth way that humans change their minds, which is transformation and a paradigm change, which "allows for different interpretations from different perspectives at different times" (Ferguson, 1976:72). What occurs with a transformation is knowing that only part of the picture was used before when trying to understand something, and then the new changes are accepted.

Ferguson (1976) stated that denial is the common way to resist change and help keep life manageable, for example, denial of pain, tension, emotion, stress, fear, paradox, and new ideas. Ferguson (1976) noted two basic ways of coping. A person can avoid and deny the stress, or can pay attention to the stress and be transformed through the event. Once one discovers the healing that results with attention, it continually eases the way for the next transforming event. Attention takes place when the left brain voluntarily does not deny what is causing stress, and then lets the right brain pay attention to what is causing the stress, and this process provides a whole view of the situation. The left brain is then able to integrate and organize this information by naming it, which completes the transformation with heart-mind brain functioning. This reconciliation of heart and mind, I with Self, has been the aim of all higher religions, and in the past has been referred to as centering (Ferguson, 1976).

Ferguson (1976) described four stages in personal transformation, which has no final destination, but leads one from a life of fragmentation and denial to a life of clarity. At the entry point, something may have shaken up some old understanding or belief of the world, whether that be a psychic experience, a hundred-dollar mantra, a university course, and so on. This moves one into the next stage of exploration. One goes after transforming experiences, anything from the old paradigm, as competitors, consumers, or anything that brought rewards or provided moving experiences. Another option is to go into a pendulum swing (i.e. Transcendental Meditation, yoga, or running) "which is seen as the panacea for the world's troubles. All other systems are dismissed" (Ferguson, 1976:92). Eventually one realizes that no single system or method works for everyone. The next stage is integration, where "the mystery is inhabited" (Ferguson, 1976:92). Transformation creates a more reflective state of mind, and a person tries to transform and not reform.

> Ironically, while there is less need now for external validation or justification, self-questioning may reach the level of inquisition. Usually the individual emerges from such re-evalation with a new strength and sureness, grounded in purpose (Ferguson, 1976:92).

The final stage in the transformation, as described by Ferguson (1976), is that of conspiracy. New sources of power are discovered and used for fulfillment and for the service of others - social transformation. "If the mind can heal and transform, why can't minds join to heal and transform society?" (Ferguson, 1976:93).

There are numerous ways, methods, or strategies that bring about personal transformation. Some of these methods include: meditation, hypnosis and self hypnosis, biofeedback, autogenic training, music, Sufi stories, dream journals, sensitivity groups, contemporary psychotherapies, sports, mountain climbing, river running, and wilderness retreats. All of these experiences can provide a new way of paying attention, and when the struggle, or denial, is abandoned, all is won.

Social Anarchist Movement

Another movement that is trying to transform society is the social anarchist movement. It has been classified as a theoretical movement that is deemed to be "essential in the project of transcending the system of domination and the society of separation and fragmentation" (Clark, 1984:15).

The social political theory of social anarchism differs from the concept of anarchy.

> ... anarchy is used to mean chaos, social breakdown, loss of the usual amenities of life. But most anarchists would repudiate this image completely, and argue that their aims were eminently constructive; that they were attempting to build a society free from many of the chaotic and disfunctioning features from the present one - war, violence, poverty and so forth (Miller, 1984:2).

The origins of anarchism are usually traced back to the French Revolution in 1789, though the precursors of anarchism are believed to go back to the Greek, Chinese, or to the primitive for "there have always been men willing to challenge authority on philosophical or political grounds" (Miller, 1984:3).

In nineteenth century Europe, anarchists waged frontal attacks on the state, though still believing in the need for organization, or institutions (Miller, 1984). The state was defined as a sovereign body, a compulsory body, a monopolistic body (claiming a monopoly on force by allowing no competition), and a distinct body (with separate social roles and functions and "a distinct class - the politicians bureaucrats, armed forces and police" (Miller: 1976:5).

The state was also described by Proudhon (1923:294) as follows.

> To be governed is to be at every operation, at every transaction, noted, registered, enrolled, taxed, stamped, measured, numbered, assessed, licensed, authorized, admonished, forbidden, reformed, corrected, punished. It is under the pretext of public utility and in the name of the general interest, to be placed under contribution, trained, ransomed, exploited, monopolized, extorted, squeezed, mystified, robbed; then at the slightest resistance the first word of complaint, to be repressed, fined, despised, harassed, tracked, abused, clubbed, disarmed, choked, imprisoned, judged, condemned, shot, deported, sacrificed sold, betrayed; and to crown all, mocked, ridiculed, outraged, and dishonored. That is government, that is its justice; that is its morality.

The four main charges waged against the state are that they are coercive, punitive, exploitative and destructive "which enlists its subjects to fight wars whose only cause is the protection and aggrandizement of the state itself" (Miller: 1984:7).

Times have changed since 19th Century Europe and a social anarchism theory has developed which has taken a different approach to things.

> Rather then attacking the state frontally, it has seemed more profitable to urge the gradual reconstruction of social life, partly for its own sake and partly so that people may eventually come to depend less on central authority (Miller, 1984:183).

A social anarchist's vision of life is not without organization or institutions, but to have institutions that differentiate from the state. These institutions would be functionally specific, would be voluntary rather than compulsory, would have a collection of agencies co-existing and competing for allegiance, and would be run by "the people en masse - either in the form of direct democracy, or through rotation of office, or in some other way" (Miller, 1984:8).

Two branches of social anarchism are forming, an individualistic anarchism which "elevates the individual above all social restraint (Miller, 1984:2), and from another point of view, "anarchists will maintain that their aim is to produce fully social individuals who are aware of their communal obligation then people are today; and indeed many anarchists have insisted that they are socialists, even perhaps the only true socialists" (Miller, 1984:2). The individualistic anarchism developed in the United States and has gained momentum (Miller, 1984).

Social anarchism theory has been described by Barclay (1982) as anti-hierarchial, decentralistic, and egalitarian. "In the place of the old system, anarchist theory advocates self regulation and voluntary co-operation" (Barclay, 1982:15). The following statement was a summary of a critical review of social anarchism.

> ... this view is an important corrective to a tendency to which all of us are prone; namely to suppose that the 'social problem' could be solved if only power were placed in the right set of hands or channelled through the right set of institutions. We may not share the anarchist view that the power of one man over another man is always a bad thing, but we ought at least to admit that it is dangerous; in general, the less we have of it, the better (Miller, 1984:183).

The progressive cultural trend of social anarchism (Barclay, 1982), is a shift away from controling and dominating authority and the movement toward more cultural value placed on human freedom and individuality. Ferguson (1976) described the process of personal and social transformation that creates transcendence and raises consciousness, and that could enable societies to function with self regulation and voluntary cooperation.

As stated in the overview, the social anarchistic perspective, that places value on human freedom and personal responsibility for self regulation and voluntary cooperation, was found to be reflected in the values expressed in the Explorations program. Due to the misapplication of using the definition of anarchy for social anarchism, it was necessary for the author to clarify this theory. Social anarchism and transformation will be referred to in chapters seven and eight.

# CHAPTER III METHODOLOGY

## INTRODUCTION

A qualitative methodology was used in this study, where the researcher went into the field to participate and observe in order to "bring back a map of life there," and "to make all that he has found clear" (Fletcher, 1976:124). It was more of an attempt to generate theory "from data-sytematically obtained and analyzed" (Glaser and Strause, 1967:1), as opposed to testing or proving theory. This chapter describes the methodology used to map the world of wilderness travel, that looked specifically at outdoor leadership behavior and decision-making.

A symbolic interactionist perspective was the theoretical base from which the anthropological methodology, as outlined by Spradley (1980), was chosen. This theoretical perspective will be described below, along with a description of the participants and cultural scene; the ethnographic study; the cultural anthropological perspective; the language and how it is a system of cultural knowledge; the data collection methods; the methods of data analysis and synthesis; and the limitations and delimitations of the study.

## SYMBOLIC INTERACTIONISM

Symbolic interactionism has been a sociological perspective that has attempted to explain human interaction or behavior. For the symbolic interactionist, observations need to occur on two levels; first, at the symbolic level and second, through the interactions between human beings.

A 'symbol' is considered the base from which communication occurs, and it has been defined as "a sign which refers to the object that it denotes by virtue of law, usually an association of general ideas, which operates to cause the symbol to be interpreted as referring to the object" (Maquet, 1982:4). So a symbol is an arbitrary sign or "something that stands for something else" (Smith & Preston, 1977:52).

It has been through human interaction that people are socialized to attach value or meaning to a symbol, and it is "only through language and communication that the individual can learn a culture and become a socialized participant in life" (Smith & Preston, 1977:53). For the symbolic interactionist, the role of language is emphasized in the socialization process.

Interaction between human beings is distinctive because a symbolic interactionist maintains that human beings define or interprete the actions of others, and then the meaning attached to the actions initiates a response. Thus human interaction is mediated by the use of symbols, by interpretation, or by ascertaining the meanings of one another's actions. This mediating is equivalent to inserting a process of interpretation between stimulus and response in the case of human behavior (Blumer, 1962:19).

An example of a symbolic interactionist view of human interaction is seen in the writings of Goffman (1959:1). He stated that, when a person presented him/herself to others, an information exchange occurred (i.e. socio-economic status, conception of self, attitudes towards others, competency, trust worthiness and so on.)

> Information about the individual helps to define the situation, enabling others to know in advance what he will expect of him. Informed in these ways, the others will know how best to act in order to call forth a desired response from him (Goffman, 1959:1).

Another example of symbolic interactionism concepts is seen in the works of Spradley (1980) who defined a social situation as consisting of three basic elements: the actors, the activities, and the place. The actors were determined by the shared symbolic meaning assigned to them within a specific activity and place. For example, in one of the social situations in this study, the place was defined as 'in a canoe on a lake', and the activity was 'canoeing'. There were two kinds of actors: the 'sternperson' and the 'bowsperson'. Another example was one in which the 'place' was defined as 'the ski trail', and the 'activity' was 'ski touring'. The actors in this social situation were the 'lead skier', 'toboggan puller', 'toboggan puller's helper', 'skier', and 'sweep skier'.

These examples demonstrated that within every social situation the people/actors assumed various positions and duties that had a shared symbolic meaning assigned to them within those specific activities and place.

Manis and Meltzer (1978) have determined seven basic propositions of symbolic interactionism. They noted that "not all of the propositions will be acceptable to every symbolic interactionist"(1978:5).

> 1. Distinctly human behavior and interaction are carried on through the medium of symbols and their meaning.
>
> 2. The individual becomes humanized through interaction with others.
>
> 3. Human society is most usefully conceived as consisting of people in interaction.
>
> 4. Human beings are active in shaping their own behavior.
>
> 5. Consciousness, or thinking, involves interaction with oneself.
>
> 6. Human beings construct their behavior in the course of its execution.
>
> 7. An understanding of the actors requires study of the actors covert behavior (Manis & Meltzer, 1978:5-7).

In summary, it has been the belief that "the symbolic interactionist perspective conceptualizes the human as more complex, less predictable, more contradictory, more situational, more dynamic, and less passive than do all the other social scientific perspectives considered thus far" (Charon, 1979:27).

## LIMITATIONS AND DELIMITATIONS

The study had four major limitations.

1. The study describes a specific outdoor leadership program that was observed in the time period from 1985 to 1986, and took place in Alberta. Specific references could not be made to the general population (of youthful outdoor leaders) even though the group may have been reflective in some ways of the whole culture.
2. The researcher was the main instrument in gathering data, and even though a specific methodology was chosen to minimize the researcher bias, it could not be eliminated completely.
3. The field study situation including; weather, fatigue, lack of time to make recordings, and the attempt to be unobtrusive, may have affected the collection of data.
4. The researcher was found to affect the behavior of the group under study as she assumed many roles within the research situation: a Teacher's Assistant (T.A.), a group member, and a researcher. This level of involvement in the field study necessitated that some indication of the researcher's behavior be included as part of the data.

This study was delimited to the study of a group of eight university students who registered in the 1985-86 Explorations Program, an outdoor leadership training program offered at the University of Alberta for third and fourth year physical education students in the outdoor education route.

## THE PARTICIPANTS AND CULTURAL SCENE

The participants in this study were university students registered in the year long, 1985 to 1986, outdoor leadership development program called Explorations. These eight students ranged in age from twenty-one to thirty-five years old. They where observed from March 1985 to April 1986.

The cultural scene that was studied included four wilderness trips that the students designed, attended, and led as a group as part of the Explorations program. Chapter IV further describes the Explorations program and the participants involved in this study.

## THE ETHNOGRAPHIC STUDY

After a review of the various qualitative methodologies available, such as ethnomethodology and phenomenology, an ethnographic methodology from cultural anthropology was chosen for this study. There has been "a surge of interest in qualitative research" (Spradley, 1980:vi), and scholars from other disciplines have been increasingly using ethnographic methods.

The ethnographic methodology detailed by Spradley (1980) was chosen for many reasons. Spradley has been noted for actively promoting and generating studies of our own culture. It has been widely stated that this was not seen as an easy task.

> We know from studies of Western society made by observers who have spent a lifetime embedded in their own culture that to reach at this level of

> sophistication is at best extremely difficult, and moreover that any two highly intelligent and educated observers, because of personal and intellectual experience, may see the same thing differently. (Vidich, 1933:xvi)

In response to the difficulty of studying one's own culture Spradley's linguistic methodology was chosen as it provided an objective and systematic collection and analysis of data. Both of these qualities provided the sophistication needed to examine one's own culture, though as Radin (1933) stated:

> One is forced continuously to entertain provisional attitudes towards one's 'conclusions' since one cannot know in advance that later work and further information will not lead to further planes of understandings (Radin, 1933:xxiv).

Spradley has received mostly praise for his research. His work has been characterized as research that has shifted away from an interest in determining national character, and toward a "particularistic analysis of a single contexts" (Spinder & Spinder, 1983:49). The information gained was not utilized "as points of access to the wider culture" (Spradley, 1983:56). The criticism of Spradley and others who engaged in particularistic analysis is that there was "a tendency to study contexts as self contained" (Spradley, 1983:56). Others, as opponents to Spradley's linguistic approach, believe his methodology to be "sterile, time-consuming, while yielding only static and normative results" (Johnson, 1986:75). Aside from these criticisms Spradley's work has been cited to be of excellent quality, and others have seen the merits of studying the single context (Spinder & Spinder, 1983).

## CULTURAL ANTHROPOLOGY PERSPECTIVE

Anthropology broken into its Greek parts, 'anthros' and 'logos', has been translated into 'the study of man'. Specifically the discipline of anthropology has been "concerned with all varieties of man ..., and it considers men of all periods, beginning with the emergence of man over a million years ago and tracing his development until the present" (Ember & Ember, 1973:3). A very distinguishable feature "of anthropology has been its holistic approach to man: not only do anthropologists study all varieties of man, they also study all aspects of man's experience" (Ember & Ember, 1973:4). There are many subfields in anthropology, such as archeology, linguistics, and cultural anthropology. Ethnology is "often referred to by the parent name, cultural anthropology" (Ember and Ember, 1873:5).

Cultural anthropology/ethnology is the science of culture, and could be said to have operated on two levels of research. One level involves the task of the ethnographer who describes and explains culture from the native's point of view, and the next level is the comparative analysis of the ethnologist who draws from the ethnographer's observations in order to compare, classify, and explain the similarities and differences among cultures. This study operates at level one, which involves the task of describing and explaining the culture.

Spradley (1975:5) stated that "culture is the acquired knowledge that people use to interpret experiences and to generate social behavior." The basic assumption behind this is that "human experience and behavior are largely products of symbolic meaning systems," with a symbol defined as "any object or event that has been assigned meaning" (Spradley, 1975:20). This assumption is based on a symbolic interaction perspective discussed earlier. Culture can be characterized as being learned, cumulative, shared by a group of people, and diverse; as well as a system made up of integrative parts, including both material objects or artifacts and the non-material aspects of beliefs, attitudes, and values (Schulsky and Culbert, 1967). "There is no single theory of culture but, rather, a rich diversity of hypotheses concerning origins, its aspects, the dynamics of its present development, and its future course" (Hammond, 1965:405).

Spradley's concepts of cultural patterns and themes were an extension from the work of Benedict (1934) who stated:

> A culture, like an individual, is more or less a consistent pattern of thought and action. Within each culture there comes into being characteristic purposes not necessarily shared by other types of societies (Benedict, 1934:46).

The importance of cultural patterns is explained as follows:

> Cultural patterns provide sets of rules and alternatives that set limits upon the varieties of behavior that are approved or permissible. Important distinctions can be made between ideal and actual cultural patterns or in terms of the extent to which any particular pattern sets limits on and therefore serves as a predictor for particular kinds of behavior (Beals, et al, 1977:47).

Once the cultural patterns are determined, a higher level of generalization can occur, which is to form cultural themes. A cultural theme is "thought of not as isolated but as functionally interrelated, clustering together to form certain themes" (Hammond, 1965:380).

> "In Ralph Linton's words, every culture has a set of 'things' that make life worth living," and the "integration of culture, then, derives from those special hierarchies of value and belief that define the important things of life and set in motion a variety of activities designed to maximize those things" (Beals, et al, 1977:43).

In determining cultural patterns and themes the aim is to seek out the cultural knowledge that is tacit, or outside our awareness, as well as the explicit cultural knowledge, which is inside our awareness.

Within cultural anthropology the ethnographer seeks to outline cultural patterns and indicate how these patterns are integrated to form cultural themes. The ethnographer therefore works to describe a culture and provide an explanation or meaning in such a way as "to enable one who has not experienced it to understand it" (Clifton, 1968:338).

## LANGUAGE AND CULTURE

Language has been defined as "a system of cultural knowledge used to generate and interpret speech" (Spradley, 1975:503). Edward Sapir (1949:8) described language as "a purely human and noninstinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols." One of the main characteristics of culture is that culture is learned and the "key to the process of learning culture is the ability of human beings to communicate by means of language" (Schusky, 1967:44). With language being "such an integral part of culture, anthropologists have long been interested in the linguistic behavior of the populations they study" (Giglioli, 1972:9).

Linguists have been able to establish three linked systems of language: phonology, grammar, and semantics. 'Phonology' involves the study of sounds, and looks at the relationships between symbols and sounds in order to establish the rules for forming symbols. 'Grammar' looks at the relationships among symbols, thus determines the rules for combining symbols. 'Semantics' refers to the study of language meaning systems that determined the relationships between symbols and to what they referred to (referent). It was the semantics or the language meaning system that Spradley worked with, which categorized Spradley as a ethnosemantic researcher; where one came to understand native meaning systems through language (Johnson, 1986).

Considering that semantics deals with the rules for interpreting symbols, Spradley (1975:531) stated that "symbols do their work of referring in several ways." A symbol could denote or refer to a specific object (eg. cross country ski). A symbol can designate or refer to a category of objects (eg. skis). Lastly, a symbol can signify or refer to an attribute of an object (eg. racing cross country skis). Various techniques of analysis have been established to assist the ethnosemantic researcher in unraveling the components of language or the cultural knowledge. These techniques are described below.

## DATA COLLECTION VIA PARTICIPANT OBSERVATION

Participant observation has been used "in studies that involve repeated, genuine social interaction on the scene with the subjects themselves as a part of the data-gathering process" (McCall, 1969:4). It was not viewed as a single method of data collection but as a process that included many forms of data collection. The data collection methods for this study are outlined.

As a participant observer, the researcher directly observed and participated in the four 1985-86 Exploration trips. A log book was used by the researcher to record the details that were observed and experienced.

Many forms of documents were collected. Photographs, taken by the participants/students and the researcher, were collected for analysis. Log books, written by the students, were collected. Five out of eight of the log books were volunteered to be used in the study. Other documents collected included trip schedules, route cards, maps, menus, recipes, trip description brochures used on the trips, minutes from the trip planning meetings, and notes taken by the researcher during trip debriefings.

Tape recordings were used successfully in two situations. The first involved a conversation of the students while they were packaging the food for the canoe trip. The second was a recording of Dr. Harvey Scott, coordinator, who introduced the Explorations Program to the 1986-87 students. A tape recorder was brought on two trips and both times electronically disfunctioned.

A questionnaire, which requested information on such things as age, university program year, outdoor skill level in canoeing and cross country skiing, and outdoor leadership experience, was distributed to the students. This information was used to describe the group.

Data collection may be viewed on a continuum from covert (hidden from the subjects) to overt (revealed). Throughout the study the researcher revealed the data collection methods. The data collection methods used and the degree of overtness changed from trip to trip. Initially a tape recorder was carried, but mechanical difficulties rendered it useless. Casual log book entries made by the researcher were unobtrusive to the students on the first three trips, as the students were also making daily records in their log books. For the researcher, the recording of direct observations increased with each trip, when selected observations became more and more the focus, as general observation gradually shifted to focused observations. On the fourth trip minute by minute observations were recorded.

Spradley (1980) describes the behavior of participant observers to range from active to passive. The researcher's behavior on the trips shifted as there was a decrease in direct participation due to the demands of the focused and selective observations. The researcher shifted from a 'moderate participant', with equal participation and observation, to more of a 'passive participant', characterized as being present with little participation.

The researcher, as a group member, was responsible for maintaining a number of roles. The roles involved a constant shifting from researcher, to a group member, and to the graduate student assigned to the Exploration program as the representative of the University of Alberta (as a graduate student assigned to the Explorations program).

All of the factors discussed above had the potential to be influential in the data collection process and they had to be carefully measured and considered throughout the study.

## DATA ANALYSIS AND SYNTHESIS

The process of data analysis started early in the study and eventually occurred simultaneously with data collection. The process involved making a 'domain analysis', a 'taxonomic analysis', and a 'componential analysis', and then synthesizing the cultural patterns to discover the cultural themes. The researcher moved step by step in the process outlined, but the addition of new data required one to continuously revisit earlier steps.

A 'domain analysis' attempts to determine how cultural knowledge is organized by means of formulating cultural domains from the data. A 'cultural domain' is "a category of cultural meaning that includes other smaller categories" (Spradley, 1980:88). There are three basic elements in a cultural domain: cover term, included terms, and semantic relationship. A cover term refers to the name of the main category in the cultural domain (eg. ski wax). The included terms are the smaller categories in the domain that are somehow related to the cover term (eg. hard waxes, klisters, wet/dry waxes, glide waxes). The semantic relationship explain how the main category is linked to the smaller categories (eg. inclusion - x (klister) is a kind of y (ski wax). Spradley provided nine examples of semantic relationships that have been found to appear commonly in any culture. The art and science of locating cover terms for a specific semantic relationship, and locating the included terms, begin by reviewing the numerous pages of collected data. It was recommended that the procedure for finding new cultural domains continue throughout the research project.

Some examples of commonly used semantic relationships were:

1. Strict Inclusion x is a kind of y.
2. Cause-Effect x is a result of y.
3. Function x is used for y.
4. Sequence x is a step in y.
5. Attribution x is a characteristic of y.

The ethnographer used domain analysis worksheets and attempted to determine as many cultural domains as possible.

A 'taxonomic analysis' was the next step in the data analysis process that attempts to discover how each of the cultural domains are organized together. "A taxonomy reveals subsets and the way they are related to the whole" (Spradley, 1980:113).

An example is provided to assist in explaining how a taxonomy was applied:

Applied to Ski Bases:
1. Ski Wax Systems
    a) Hard Wax System
        i) solid colors - green, etc.
        ii) special colors
        iii) extra colors
    b) Klister
        i) universal
        ii) solid colors
    c) Wet/Dry Wax
        i) silver
        ii) gold
2. Skins
    a) Real seal-skin
    b) Synthetic seal-skins

A simple analogy of a taxonomic analysis would be to have taken the pieces of the puzzle (cultural domains) and then create a picture of how the cultural knowledge was organized.

The last phase in data analysis involved making a 'componential analysis', which is the task of determining the cultural meanings or attributes that are assigned to the cultural categories discovered in the taxonomic analysis. Basically, according to Johnson (1986:75), "principles of contrast and inclusion are applied to a given domain to determine a person's cognitive categories". In this process the ethnographer examined the included terms of a cultural domain and tried to discover contrasts among them. These contrasts led one to discover the attributes assigned to to each of the included terms in the cultural domain.

| Domain | Dimensions of Contrast | | |
|---|---|---|---|
| | Terrain | Location | Characteristics |
| Grip Wax | flats/hills | middle ski | used with new snow<br>is a hard wax |
| Klister Wax | flats/hills | middle ski | used with old snow<br>is a soft wax |
| Skins | steep hills | whole ski | any snow conditions<br>synthetic seal skin<br>real seal skins |
| | | middle ski | any snow conditions<br>netted rope used |

A componential analysis was used to provide an in-depth analysis of a few specific cultural domains that tended to relate directly to the focus of the ethnography.

The last process was data synthesis or discovering cultural themes. Spradley (1980:146) defined cultural themes as "any principle recurrent in a number of domains, tacit or explicit, and serving as a relationship among subsystems of cultural meaning." One method suggested to assist the ethnographer in locating cultural themes was to take all the known domains within a culture and do a componential analysis. "A componential analysis of all known domains within a cultural scene focuses your attention on the scene 'as a whole'" (Spradley, 1980:146). This final step in data synthesis, according to Spradley (1980:154), "helps to pull together the major outlines of the scene you are studying", and prepared the ethnographer for the next step, writing the ethnography.

## WRITING AN ETHNOGRAPHY

An ethnography provides a description of a culture, which in this study, was a group of wilderness travelers that had designed four trips into the wilderness.

A description of a day in the life of the canoe trip and the ski trip colored the cultural scene described in the chronologies. The aim was to provide an overall picture and understanding of the trip while highlighting the leadership behavior and decision-making. A chronology of events for each trip outlines the events and focuses on environmental conditions, expressed feelings and concerns, decision-making, and leadership behavior (See Appendix II).

# CHAPTER IV EXPLORATIONS - 1985-86

## INTRODUCTION

The aim of this chapter is to provide a brief historical description of the Explorations program from its beginnings in 1981 to 1986, with the emphasis on the 1985-86 Explorations. As a program within the Outdoor Education Route in the Faculty of Physical Education and Recreation, at the University of Alberta, it was designed to promote outdoor leadership development. The philosophy, history, purpose, goals, and the basic expectations have been discussed. This is followed by a description of the 1985-86 Explorations where the time-line of events are charted and described. The group of eight students, registered in Explorations 1985-86, are introduced in this chapter and briefly described, though fictitious names are used. The information and description in this chapter was used as a basis to substantiate the points made in the Cultural Analysis found in Chapter VI and Chapter VII.

## PHILOSOPHY AND PURPOSE

The Explorations Program was based on the the following philosophy of human development: (Harvey Scott, 1986)

> I believe that individuals and community grow, progress, evolve, fulfill themselves best where they learn to assume, on a gradual basis, full responsibility for their own self sufficiency. In other words, people learn to help themselves.

With this philosophy of human development in mind, Harvey Scott (coordinator of Outdoor Education Route), Bob Henderson (masters graduate student in outdoor education), and other outdoor educators at the University of Alberta designed a professional term for fourth year outdoor education students.

In 1981, Explorations was piloted as a professional term for fourth year Outdoor Education Route students. These students, who chose to specialize in outdoor education within the Bachelor of Physical Education program, would be given a winter term (January to April), that "could be devoted to integrating their learning and improving their physical, interpersonal, and leadership skills through extended trips" (Asfeldt, 1985:2).

The focus of the Explorations program, in 1981, was on the 'Western Canadian Experience', which could be enlivened by rediscovering how the original peoples and pioneers traveled and lived harmoniously with and on the land (Dachyshyn, 1981). "By integrating history and outdoor physical pursuits in the form of winter travel and camping re-explorations, one rediscovers through one's bone and marrow" (Dachyshyn, 1981:2). The Explorations program was directed towards students interested in using the outdoors more effectively through an experiential learning situation that integrated cultural and natural history.

Based on the observations of the author, the focus of Explorations had shifted over the years from the 'Western

Canadian Experience', or re-exploration trips of past explorers, to what the author called the 'Western Canadian Group Living Experience', that promoted communication and interpersonal skill development. This shift in focus was believed to evolve when it became clear that communication and interpersonal skills were needed for the students to function effectively as a self-sufficient group. Still basic to the program was the integrated cultural and natural history approach and experiential learning situation.

Goals and Expectations

The 'Blue Sky Goals' for Explorations, as stated by Harvey Scott (1986), were as follows:

1. Provide a nondirected experiential learning situation that created for the students the "opportunity to practice, to apply, (and) to synthesize" the skills and knowledge gained from the courses they have taken over the past three years of university.
2. To 'finish' outdoor self development, with the belief, though, that nothing was finished; you are always in process. The word 'finish' applied more to the process of starting to polish outdoor self-development.

The basic expectations of the students in the Explorations program, as stated by Scott (1986) were as follows:

1. "That each of you get involved in some various ways leading and getting feedback from primarily the group."

2. Students must be willing to commit themselves to the program and group by developing the fitness needed to participate in the trips and by working toward group and individual objectives.

3. That the students work toward designing outdoor learning experiences that will provide increased awareness, appreciation, and understanding of the environment, along with the challenge and adrenaline rush that can be found in outdoor pursuits.

Scott (1986) mentioned three basic assumptions of how the Explorations Group would function.

1. "You must justify the extended trips with your skill, experience, planning, and so on, " to ensure the important legal responsibilities to the Faculty are upheld. A Graduate Student (G.A.) would be assigned to the group to ensure this occurs, as well to assist the group with their learning objectives where needed.

2. "You will become a team", meaning this was meant to be a group living experience as opposed to an individual learning experience.

3. That the students will work towards becoming a "strongly supportive group that will still have differences but will evolve into an environment of trust and of mutual respect."

# 1985-86 EXPLORATIONS PROGRAM

## Overview of the Time Line

First Meeting - 'Setting the Stage'
(March 1985)

Spring Preparation - 'Forming the Group'
(March - April 1985)

Fall Canoe Trip - 'The First Trip'
(August 26 - September 6, 1985)

Preparation for Winter Trips - 'Group Planning'
(September to December, 1985)

Blue Lake Centre - Outdoor Leadership Courses
(January 1985)

Winter Trips:

Yoho Cross Country Ski Trip
Dates: Feb. 11 to 15, 1986

Wilmore Wilderness Cross Country Ski Trip
Dates: Feb. 25 to March 8, 1986

Howes Pass Snowshoe Trip
Dates: March 14 to 18, 1986

## First Meeting - Setting the Stage

This meeting was held in the spring (March) and it initiated the following tasks: (Excerpts from Harvey Scott (1986) when he addressed such a meeting.)

1. To gather together interested students for the Explorations program.

2. To provide information to the students about the Explorations program (goals, expectations, basic assumptions), and allow the students the opportunity to voice any questions they might have.

3. To describe the course requirements of the Explorations

program. A breakdown of the courses available for the students to register in were listed, for example, PESS 499 Communications and Interpersonal Skills, PESS 499 Trip Planning and Project, and PESS 499 Wilderness Emergency Medical Technician (Certification). The students could obtain credit for five or six three credit courses.

3. To outline the tasks that should be addressed that Spring:

a) Decide on a rough outline of the extended trips for the winter term, "a flexible but clear proposal" which will enable the group to start submitting applications for grants.

b) Determine fund raising strategies, and this was noted to be a priority.

c) Each student should "commit themselves to getting fit, mentally and physically."

d) If the group decided to schedule a canoe trip that fall, preparation must begin.

4. To schedule the next meeting that would start to address the tasks listed above. One student was asked to draw up an agenda and chair the meeting.

Spring Preparation - Forming a Group

The tasks at hand for the students were many. Initially everyone got to know more about each other through personal introductions and sharing circles, where the students communicated their reasons for joining Explorations, outdoor interests and experiences, and personal learning objectives for the Explorations program.

Ten students were initially committed to the Explorations program in the spring of 1985. One of the first things addressed was the question of how decisions were going to be made? The professors provided information on different decision-making methods, such as consensus and majority rules. The decision-making method chosen by the 1985-86 Explorations Group was decision by consensus.

Outdoor extended trips were discussed, with the students presenting ideas and suggestions for potential trips. They were able to determine one scheduled trip, the canoe trip in the fall. They were unable to draw up an outline for the winter term trips. This was due to a number of presumed factors, such as, the inability to formulate group goals and objectives which the group believed to be a necessary prerequisite for designing the trips. Some suggestions for trips were made and the group decided to research these further and wait for the fall to schedule the trips.

Fund raising ideas were discussed and funding agencies identified. Some students volunteered to obtain the information and forms needed to apply for grants.

Meeting times and dates for the fall were determined, specifically the Communication and Interpersonal Skills class was scheduled for one evening every week for three hours, and the class time for the course Trip Planning and Project was scheduled three mornings a week for one hour.

The project in this course was selected by the student and could be on the cultural or natural history of the Exploration trips, a building project of outdoor equipment (i.e. snowshoes), or something else related to the students learning objectives.

Suggestions for outdoor leadership courses to take at the Blue Lake Centre were discussed and researched. These courses assisted the students by providing the training and skills needed for the group to safely participate in the wilderness trip (i.e. avalanche course).

Several meetings were held in order for the Exploration group to accomplish the spring tasks. Gradually less and less facilitation and suggestions came from the professors.

### Fall Canoe Trip - The First Trip

Another task for the Explorations group that spring and summer was to research and plan the fall canoe trip. They chose the Churchill River in North Saskatchewan, paddling 189 miles in twelve days, from Nemeiben Lake to Pelican Narrows. Many of the Explorations students would be leaving Edmonton for the summer, so the trip planning tasks were determined, and the students volunteered to take the responsibility to complete them during the summer. Some examples of the tasks: trip schedule and route card prepared; food organized with a menu, purchasing, preparation, and packaging completed; group equipment list drawn up; personal clothing and equipment list prepared and mailed to everyone; transportation and shuttle organized; emergency procedures determined. Only two group members would be in Edmonton and they volunteered to work on the tasks of transportation and food. The group kept in touch, via mail, on their progress in completing the tasks.

As the summer progressed, the group became smaller as some of the students decided not to continue with the Explorations program. The numbers dropped from ten to six and one additional member decided to join the group. The graduate student (T.A.) was assigned in the summer, as well, so the final group members attending the fall canoe trip numbered eight. They met one or two days before the departure date to arrange last minute details.

Once the T.A. was assigned, she was introduced to the students as a resource person and sounding board for logistical planning. The T.A. assisted the two students in Edmonton, particularly with food planning and preparations.

### Trip Preparation - Group Planning

From September to December 1985 trip planning meetings involved short one-hour meetings, three times a week, spent discussing and determining individual and group objectives and collecting information on potential trips. Funding schemes were also designed and acted on. By the end of December everything finally came together, with all the trips scheduled, though with little in the way of funding. The group had taken too long to determine their trips to successfully apply for some grants, but they did get involved in some bingos, barbecues and other such events to raise some funds.

The communication and interpersonal skills sessions were held three hours every week from September to December 1985. They covered such topics as giving and receiving feedback, basic communication, conflict resolution, assertivness training, trip debriefings, facilitating and managing meetings, and so on. A mixture of theory and practice on these topics were aimed at providing the skills that would improve communication and interpersonal relationships.

Outdoor Leadership Courses

The full month of January, 1986, was spent at the Blue Lake Center taking specially arranged outdoor leadership courses, many of which provided certification. The certification courses taken by the students included the Wilderness Emergency Medical Technician and Tour Leader I or Tour Leader II. The other course taken was an Avalanche Safety I course.

The Wilderness Emergency Medical Technician certification provided fifty hours of instruction and practical simulations related to emergency medical first aid, which was extended to wilderness emergency care. For certification, the students participated in both written and practical examinations at the end of the two-week course.

The Tour Leader I and II were cross-country backcountry ski touring certifications. The cross-country touring skills covered in the courses were basic skiing, trip planning and navigation, snow shelters, avalanche rescue, leadership, rescue and evacuation techniques, and so on. After a three day ski tour, where different students were asked to take the leadership role, the instructors provided an assessment of each student's skill level and leadership ability, which determined whether or not one received the certification. Tour Leader I was for leading day trips in the mountains below tree line. Tour Leader II was for overnight ski touring which required above tree line navigation and avalanche awareness. The five day course provided the opportunity for the students to register in either one.

The Avalanche Safety I course included basic theory and practical application in the use of search and rescue techniques and recognition of avalanche hazards.

### Winter Explorations Trips

From February 11, 1986 to March 18, 1986 the Explorations group went on three trips. These trips are extensively described in Chapter V and Appendix II. After each trip the group spent some time reflecting on the trip, which was called a trip debriefing.

Two facilitators were present during all the trip debriefings, and they established a format or procedure. Many different procedures were used at the sessions. Generally it was a time for sharing thoughts and feelings, such as the high and low point of the trip. This was also the time to discuss unresolved problems or concerns that arose on the trip. They were prioritized depending on how important each issue was for the students. Trip debriefings did not guarantee conflict resolution, for many of the same issues kept reappearing from trip to trip. Reappearing issues were found to relate to how the students could exert leadership in the group, and the role of the T.A., of which both addressed how leadership would function in the group. Trip debriefings assisted the group by opening discussion around specific issues that caused problems, so at least everyone understood everyone's perspective.

## 1985-86 EXPLORATIONS GROUP

The Explorations group was made up of nine members. Six members were in the group from the start of the program. Two members joined just prior to the canoe trip in August, 1985, one of which was the graduate student (T.A.). The last member joined in September 1985, just after the canoe trip.

This group ranged in age from twenty-one to thirty-five years. Of the four females, two were between 21 and 22 years, and the other two were 28 and 35 years old. There were five males, with two between 20 and 21 years, and three between 26 and 28 years.

In an attempt to keep the identities anonymous, yet provide enough description to verify some conclusions, fictional names were given to the group members, and they were associated by their degree of outdoor experience. The degree of outdoor experience was generated from questionnaires (Appendix I) that asked questions related to outdoor skills and outdoor leadership experience. Based on the above process, James, Jill, John, and Nancy were assessed as having less outdoor experience, while Frank, Janice, Mark, Tammy, and Ted were considered to have more outdoor experience.

# CHAPTER V ETHNOGRAPHIES

## INTRODUCTION

In this chapter two ethnographies are presented to describe a day in the life of the two longest 1985-86 Explorations trips; the Churchill River canoe trip and the Wilmore ski trip. For those readers who wish more in-depth information on the trips they may refer to chapter six which has a description of the cultural scene for each trip and/or to appendix two that provides a chronology of events for all four trips. For those who were not present, the day in the life will attempt to convey an understanding from the perspective of wilderness travelers in an experiential outdoor leadership development program.

## A DAY IN THE LIFE OF A WILDERNESS CANOE TRIP

The morning dawns and diurnal life begins to stir. "Bee-beep, bee-beep," sounds the watch alarm. Two canoeists, Mark and Janice, instantly rise up on one elbow to reach for the alarm watch that has disrupted their sleep and the silence of the morning. It is quickly turned off, and then as suddenly as the from their sleeping bags, they return. back onto pillows made from sleeping b acked with coats or extra clothes. E with the thoughts, "I've got to get up and . Oh, I'm so tired." Mark and Janice are the cooks for the day.

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In the five minutes of dozing, and willing oneself to get up, Janice listens for sounds of life through the thin walls of the nylon tent. It is so silent, no wind stirring the dried leaves of autumn, but listen! A loon is calling across the lake. It is such a lonely, eerie cry. Slowly opening her eyes to look at her watch, she announces, "Mark, it's 6:35."

It is hard to leave the warmth of the sleeping bag to venture forth into the cool, crisp morning air, so much so, that both Mark and Janice remain in their sleeping bags while dressing for the day. This involves a lot of shuffling around and the use of a flashlight. The commotion would surely wake anyone else sleeping in the tent. That is why the cooks for the day, who wake up a half an hour earlier than everyone else, sleep in their own tent.

Once dressed for the cool morning they unzipper the tent to reveal the day. The sun is just starting to rise with the rays barely reaching out through the trees. Janice naturally takes a deep breath of air that brings to mind the smells of dark brown earth, wet fallen leaves, and morning dew. It is another beautiful, blue sky day!

First things first, and that means going for a trip to the bush or a bush break. The night before the group had discussed the importance of the environmentally sound practice of digging a small hole to use, and then filling it back in, commonly referred to as cat holes.

Mark has started collecting firewood, an assortment of spruce twigs and branches, white paper birch bark, willow branches, and any other dry material or dead tree that can be found. The thick, long branches are broken into smaller pieces by just using his hands, by stepping on them, or by using a small hand saw. Once all the wood is ready, Mark skillfully arranges the wood from thinnest to thickest, striking a match to ignite the thinnest branches first.

While Mark is tending the fire, Janice collects the food buckets and duluth packs from under a large blue plastic tarp that has protected the gear from evening rain or dew. The duluth packs are large green canvas packs with leather shoulder and head straps. These are used to store lunches and dinners, and the group equipment of hand saw, pots, grill, griddle, stoves, white gas, rope, and so on. The food buckets are about five to six gallons in size. They are made of a strong, hard plastic and they provide waterproof storage for the baking goods, breakfasts, drinks, staples, spices, and so on. Janice unpacks the equipment needed for breakfast.

Janice heads over to the lake shore and uses large pots to collect water. Mark places the grill on top of the rocks that surrounds the fire so Janice can place the two full pots of water on it to boil. Lids are put on the pots to help speed up the time it takes to boil the water, but also to help keep out the ashes from the fire. Boiling water should be ready in no time!

This morning it’s pancakes with blueberry sauce for breakfast. From the food bucket marked ‘breakfasts’, Janice unties a large orange garbage bag and pulls out a white plastic bag labeled 'pancakes', and from this bag pulls out two clear plastic bags of pancake mix. The contents of each bag is measured to feed four people, so two bags are needed to feed this group of eight canoeists. After adding the required amount of water, the pancake mix is stirred and ready to be cooked on a well oiled griddle that is placed on the grill over a hot bed of coals.

To make the blueberry sauce, the blueberries that were collected the day before and some sugar are added to about four or five cups of boiling water. This mixture is boiled into a sauce.

The sun has risen higher in the sky and more birds can be heard singing in the trees. Something has upset a squirrel as it chatters angrily.

"It's time to wake up. It's after seven," Mark announces. Not a sound comes from the tent area, though James is seen coming toward the campfire cursing about the squirrel that nearly scared him to death, while about his business. This provides much amusement throughout breakfast.

Hot water is ready and pancakes are cooking. A few canoeists have dragged themselves from their sleeping bags. They say "good morning", walk off into the bush, and then return to join the others at the campfire.

Breakfast is usually fairly quiet with little conversation, except the comical mention about those who kept everyone up last night with their snoring. This morning, though, Nancy announces that Ted should not be allowed to eat lentils for dinner anymore, and also something about the need to air everything out in the tent and gagging throughout the night. Brad is a bit embarrassed but he knows it is all in fun and greatly exaggerated.

After finding the drinks bag, everyone prepares a hot drink. They have a choice of a hot crystal drink (orange, apple or grape), hot chocolate, tea or Cowboy coffee. Cowboy coffee is prepared over a fire with coffee grounds put into a pot of boiling water.

A batch of pancakes is ready, so they are flipped into various plates, bowls, large cups, and pot lids, to be eaten. A ladle is used to scoop blueberry sauce onto pancakes that have melted margarine on them. It tastes great!

The cooks alternate, one eats while the other cooks, so everyone eats at about the same time. "Does anyone want any more pancakes?" The canoeists usually all eat until they say they have eaten enough, or have eaten what they perceive to be their portion of the amount cooked.

With breakfast completed, the cooks start to prepare lunch and dinner while the others either help clean after breakfast or start to break camp. After deciding the menu for the day, the cooks take food out of the duluth for lunch, and the dehydrated food to be used for dinner.

The lunch today consists of crackers, tuna, and cornbread with honey. The night before Mark and Janice had baked the cornbread over the campfire by using a cake pan that was placed over the hot coals, and heated from the top by laying the griddle over the cake pan so hot coals could be placed on top. The food for lunch is packed at the top of a food bucket so it will be easily accessible.

To prepare dinner, the dehydrated food and spices for the spaghetti sauce are put into a small bucket that is half full of water. By the end of the day the tomato sauce, zucchini and mushrooms will be rehydrated and ready to quickly heat up and serve. Otherwise the spaghetti sauce would have to be cooked for an hour or so before it would be ready. With the preparations for lunch and dinner completed Janice and Mark go to help the others break camp.

Meanwhile, Tammy has started preparing to wash this morning's dishes. She places two large pots of water on the grill to heat up, adds wood to the fire, then collects all the dishes, utensils, pots, and the wash bag that contains dish soap, wash cloth and a scrub pad. While waiting for the water to heat, she packs all the food supplies that were used for breakfast. After everything is washed, rinsed, then placed on a food bucket lid to drip dry, the dry dishes are returned to their owners and the group cooking gear is packed into a duluth pack. The wash and rinse water is now used to put the fire out. To ensure the fire is put out, Tammy stirs the ashes and water together using a stick.

Breaking camp involves packing all personal gear, tents, and group gear, so it can be loaded into the canoes.

Before the tents can be taken down all personal gear must be packed and taken out of the tents. Nancy, in her haste to take down the tents, has removed Janice's and Tammy's unpacked personal gear for them to pack at a later time. In packing her own gear, Nancy stuffs her sleeping bag into its stuff sack, rolls up the ensolite (close cell foam) sleeping pad and ties it, and packs her clothing into a waterproof bag. All of the items mentioned plus a toiletry bag, extra shoes, log book, flashlight, camera and so on, are packed into her duluth pack and a day pack. Each person has his or her own system of packing personal gear, with some using a combination duluth pack and plastic large bucket, a backpack and day pack, or just a backpack. No matter which system is used, everything is waterproofed in some way. With her personal gear packed, Nancy carries it over to the canoes.

The sun is now high enough in the sky to evaporate the dew from the tent flies. By removing the tent pegs that secure the fly to the ground and unclipping the various clips that secure the fly to the tent poles and tent, the tent fly is taken off and laid in the sun to dry. The poles that hold up the tent are disassembled and packed into a small bag along with the tent pegs, and then this small bag is put into the tent bag. The tent and the fly are stuffed into the tent bag that is lined with a garbage bag. The clear, plastic ground sheet, that was under the tent, is folded up and jammed into the top of the tent bag. The three four-man tents that once filled the area are now reduced to three small bags that are ready to be stored in the duluth packs.

Most of the packing of the group gear is usually done by the 'morning people', those people who seem to function more efficiently in the morning. Morning people have their personal gear packed much sooner then the 'slow movers'. Frank is taking down the rope that is strung between three trees. The rope was used for drying clothes and airing out sleeping bags. The large blue tarp is folded up by Nancy and Tammy, then packed into a duluth pack along with the tents, pots, and other group gear. The duluth packs and food buckets now packed are carried over to the canoes so they are ready to be loaded.

Everyone is almost ready, having completed various last minute preparations, such as brushing teeth, writing in log books, or packing personal gear. Ted then calls everyone over to look at the maps and to discuss the canoe route for the day. It looks like a long day. Frank points out that there will be three portages, and twenty miles to paddle in order to get back on schedule. The group has decided to paddle on the north shore of the large lake that has to be crossed today. The canoeiests are eager to get started as they quickly move toward the canoes to load them.

Everyone has the same canoe partner as yesterday, though the group will change canoe partners tomorrow. At the beginning of the trip it was decided by the group to change partners every two days so that eventually each canoeist would paddle with every member of the group. This is a reflection of the group's main goal of the trip, which is to promote team building and group communication.

The canoes glistens brightly as the dew on them reflects the morning sun. They rest on shore, upside down, and leaning against one another. Each pair of canoe partners turns over the canoe they paddled the day before, carry it over to the lake edge, then lower it into the water so that the front of the canoe is secure and resting on the shore. "Do you want to paddle bow or stern?" The choice is generally determined by what occurred the day before. Whoever paddled in the stern the majority of the time the day before would usually choose to paddle in the bow.

Personal gear is loaded into the canoe first. John is paddling in the bow this morning so he puts his duluth pack and bucket right behind the bow seat, so it is within easy access. Janice places her backpack and daypack in front of the thwart, that is in front of the stern seat. After selecting an equal share of group gear and food, John and Janice then load two food buckets and a duluth pack into the center of the canoe. All the gear must be fastened to the canoe by some means. John and Janice unbuckle the shoulder strap of a duluth pack, put it through the bucket handles, through other pack shoulder straps, and then around a thwart before it is rebuckled back onto the duluth pack. If the canoe tips over, all the gear would be held to the canoe. A spare paddle is tied in, and the canoe is loaded and ready to go.

Before entering the canoe, Janice checks the campsite to ensure that no garbage or equipment has been left behind. It is 0935 hours, indicating this morning's preparations took longer than the usual two hours. The canoeists put on their personal flotation devices (PFD), grab their paddles, and then get into their canoes.

The lake is so calm in the morning with barely a whisper of wind altering the smooth clear surface of the lake. The Canadian Sheild's rocky shore and the continuous border of dark green evergreen trees, mixed with orange and yellow colored deciduous trees, are reflected perfectly in the lake. The Churchill River flows through a series of large lakes like the one the canoeists will paddle today. Lake or river, it gets a bit confusing. As the paddles rhythmically enter and exit the water, they create tiny dripping noises and a slight slapping sound. Smooth ripples can be seen to spread out along the surface of the lake, extending out behind the canoes. The canoeists cannot help but be absorbed by the calmness that surrounds them.

Clothing naturally varies from individual to individual but some aspects are common. Generally a layer system of clothing, made up of several thin layers of clothing, is used to allow the canoeist to adjust to the varying weather conditions. The cool morning today requires several layers of clothing.

Frank and Ted have volunteered to take the lead canoe position for the start of this morning. The lead canoeists have the challenge of testing their navigating skills, which involves following a predetermined route to a specific destination by means of a map and compass. The lead canoe also sets the pace for the group, though the pace should keep the canoes within yelling distance. The other canoeists share these responsibilities, as the paddlers are all navigating in order to practice their map and compass skills, and their cooperation is needed in order to stay together. However, the lead canoe takes the first step, so to speak, with navigating decisions and setting the pace, while the others follow and monitor the progress of the group.

Navigating on the Churchill River requires continuous map reading, so the maps are always within viewing distance. As the canoes are paddled along the shore, the progression is mentally marked on the map. This highly precise method of navigating is necessary due to the similarity of the shoreline with its numerous bays, spits, and islands. The maps are of high quality, with the accurate detail making navigation fairly easy.

The pace, or the rate at which the paddle is drawn through the water and returned (stroke rate), is fairly relaxing and not strenuous for the canoeists this morning. Some describe this as a 'traveling pace', a pace that can be continued for long periods of time.

This morning, after a half an hour of paddling, John and Janice decide to stop to take off their jackets. The others, in response, stop and remove their jackets. This is a great time for those with only one map in their canoe to share the map with the canoe partner. This requires the canoeists to stretch out over their gear toward the middle of the canoe, so that both of them can look at the map while discussing their immediate location and the route up ahead. This rest stop lasts eight minutes and provides some time for comments about the beautiful weather. In high spirits the canoeists resume their paddling.

The canoeists approach a set of small islands that present some navigational decisions for the lead canoe. They are seen discussing the possibilities and then start to paddle toward the south side of the largest of the islands. Mark who is in the canoe behind the lead canoe yells out, "Why don't we go around the north side of the island?" Frank and Ted, in the lead canoe, are visibly upset with Mark as they feel their route selection is being unnecessarily challenged. The two canoes join up, side by side, to discuss this further. Eventually the other two canoes join them to create a huge raft. The canoeists must hold onto each other's gunwales so the canoes do not float apart. The group has decided to travel along the north side of the island, the discussion only lasting five minutes.

About midmorning a slight wind picks up, causing a pattern of miniature ripples to cover the lake, changing the smooth reflective quality of the lake described earlier. The breeze is refeshingly cool, but far back toward the southwest a solid row of clouds on the horizon can be seen. Bad weather is coming, possibly rain. The weather front is, as yet, far away but it appears to be moving quickly. The relatively flat topography of the land allows the canoeists to view great distances, with the sky and water always the largest features in the panorama. John points out the approaching weather front to the group.

Look another bald eagle!" This is the second bald eagle seen today and it will probably not be the last. Some days the group saw up to eight bald eagles. They are a spectacular sight as as they soar and glide through the air to land on the top of a tree and observe the canoeists as they paddle by.

Nearing the end of lake, the canoeists knew that the first portage should be somewhere close by. "There it is", a clearing or disruption in the solid border of trees. The portage trail was easy to find.

This portage will provide a safer passage to the next lake by avoiding a waterfall at the junction between the two lakes. The chance to stretch one's legs and a break from paddling is seen as a pleasant change for some canoeists while others do not look forward to the hauling of equipment and canoes.

The canoeists paddle toward the clearing in the trees and land the canoes by paddling close enough to shore for the bowperson to step on shore. He steadies the canoe while the sternperson crawls and steps over the various buckets and packs to reach shore. The bowperson then lifts up the bow of the canoe and puts that end on the shore so the canoe will not float away. This eighty-yard portage will be easy.

"Look at all the blueberries!" The usual blueberry lovers converge on the low bushes to pick a handful of just ripe and ready to pick blueberries. The others reach into the canoes to unbuckle duluth straps so the buckets and other packs can be lifted and placed on shore.

With the canoe empty and hauled on shore, Nancy and Tammy each put on a pack. They stand on the right side facing the canoe to prepare to do a two-person canoe lift and carry. This is one of a few methods used to lift and carry a canoe.

Portaging a canoe is like walking with a pail over your head. With restricted air circulation, the warm sun, and vigorous work, sweat builds up on your brow. All Nancy and Tammy are able to see is the ground in front of them. Nancy, in the back, can see three times as much as Tammy, who must occasionally lift up the canoe to get a better view of the trail. The ABH plastic Old Town canoes have the most advanced design and construction material used, but they are also heavy. The weight of the canoes eventually starts to bite painfully into their shoulders, especially rubbing along the bony portion of the cervical spine at the base of the neck. Finally, water is in sight! Stopping near the shore, Tammy says, "Ready? To the right." The canoe is lowered to the right and placed on the ground. Quickly they take off their packs and PFD's, then turn to walk back down the portage trail.

Walking back along the portage trail can be a delight. It is the first time one is able to see the whole trail, and at this time of year one can hunt for blueberries. Along the way, words of encouragement and estimations of the distance to go are shouted to the others as they portage their canoes. With nothing to carry and blueberries plentiful, the hike back is considered by many of the canoeists, to be the most enjoyable part of portaging.

When Nancy and Tammy arrive at the beginning of the portage trail, they start to portage the remaining gear. Nancy takes her paddle, puts it through two food buckets, and then kneeling so her paddle rests across the top of her shoulders, lifts the buckets. The buckets swing on the opposite ends of her paddle as she walks down the trail. Tammy, being quite strong, decides to take the food duluth pack that weighs fifty or more pounds. With leather shoulder straps and a head strap securing the duluth on her back, she also carries a food bucket and some paddles. Fortunately the eighty yard hike is short and ends quickly. The gear is immediately deposited on the ground near their canoe and they both sit down and wait for the others to return.

"It's 12:15, why don't we have lunch?" James's suggestion is met with unanimous approval, so Mark unpacks the crackers, tuna, cornbread and honey. Everyone joins Nancy and Tammy sitting on the ground. Swiss army knives, with attached can openers, are used to open the four tins of tuna. Mark likes the salty, oily juices in the tuna cans, so he drinks from each can before passing them to the hungry canoeists. A bag of broken crackers is opened and passed around for everyone to help themselves. Then the bag is put in a central location where the canoeists can easily reach to get more. The cornbread has its usual burnt bottom which gives it a distinctly campfire flavor. After the cornbread is cut into equal portions, it is passed around with honey, which is squeezed from a tube onto the cornbread. A few full water bottles are passed around for everyone to drink from. Knives, forks, or fingers are used to put tuna onto the crackers. Every morsel of lunch is devoured by the hungry canoeists.

After eating, Tammy, John, Frank and Janice take some time to write in their log books. Ted and Mark discuss the location of the next portage, while Nancy and James lie back with their eyes shut enjoying the sun's rays. An indication to prepare to leave is made by Ted who starts to load his canoe. Begrudgingly everyone joins him. The hour for lunch goes by so quickly. A quick trip to the bush is made by a few before getting into their canoes.

On the lake again, and paddling now at a 'steady pace', the canoeists are heading for the northeast shore of the lake and their next portage. The wind has picked up as the bad weather draws nearer. Mark and James are now in the lead canoe, and the slightly quicker pace they have set is an attempt to avoid the approaching bad weather for as long as possible. With the help of the strong tail wind, the distance across the lake is quickly paddled in just over an hour. Mark and James paddle to the portage trail that leads to the next lake.

The portage description indicates that this rapid may be paddled. After paddling on a lake all day, the idea of working on whitewater paddling skills excites some canoeists. Others look at it with uncertainty, not wanting to challenge themselves with the possibility of tipping over into the cold water, especially with the bad weather overtaking them. The canoeists quickly exit their canoes, pull the canoes partially up on shore, and using an attached rope or painter secure the canoes to shore by tying the rope to a tree or bush. Walking close to shore, the canoeists set out to scout the rapids.

Scouting a rapid is a time to observe the rapid and then make decisions as to if and how to paddle the rapid. This rapid is powerful with a lot of water moving downhill into another lake. The water smoothly flows down over a rock to form a hole on the left, and there are large standing waves on the right. The passage on the right of the river is open with the only perceived problem to be that the standing waves do not swamp the canoe. Everyone is standing in pairs or threes looking and pointing at the rapids while discussing the possibilities. The rapid is rated by the canoeists as a grade three, due to the size of the standing waves and the necessity of maneuvering the canoe to the right in order to avoid the hole on the left. Rapids are assessed as to the level of difficulty required to paddle them by a canoe. A grade one rapid is flat moving water, while a grade six rapid is a waterfall. The recommended rapids for a canoe are grade one to three. The canoeists must decide for themselves if they wish to paddle this rapid, with or without the gear in the canoes.

After some discussion, five canoeists decide to paddle the rapid after the gear is portaged. The planning is exciting as canoe partners design strategies to avoid swamping their canoes, while others design their strategies so that they will paddle right through the largest waves that provide the most challenge. They are going to risk getting wet.

Everything is set with the gear portaged and those canoeists, who are not paddling the rapids, ready to take pictures and help with rescue if needed. The rapid empties into a lake allowing for easy rescue.

The first canoe, with a solo paddler, is paddled to the right side of the channel, followed at regular intervals by the next two canoes. The canoes are evenly spaced, well apart from one another, but close enough to help if rescue is needed. To avoid swamping the canoes, the canoeists use backward strokes as they ride up the large standing waves. The canoeists, amid cheers, skillfully paddle the rapids taking in a few, face splashing, bursts of water.

Thick, rain threatening clouds are now overhead, so Ted warns everyone to have have rain gear ready. Rubber boots are put on, rain pants and jackets are unpacked and within easy reach.

After twenty minutes of paddling the rain and heavy wind begin. The canoeists stop to put on rain gear hastily. The wind creates large swelling waves on the lake, making the paddling more difficult and strenuous. Traveling throughout the storm, the canoeists paddle close to shore, with the canoes pointed directly into the waves. With the assistance of a strong tail wind the canoeist head toward the end of the lake and the third portage of the day.

Mark and James are still in the lead canoe position. They decide to paddle into a bay that will shelter them from the wind. The canoeists have been paddling continuously for an hour at a fairly steady pace, so everyone appears tired and in need of a rest. The rain is now only a drizzle, and the hope is that the worst of the storm has passed. Once in the bay, everyone lies back on their canoes to rest for a few minutes before braving the wind and waves again.

It is now four o'clock and there is still a long way to paddle before the final destination is reached. While enjoying their rest, some canoeists, reacting to their growling stomach, eat their personally supplied snacks or

GORP (good old fashion raisins and peanuts), candies, or fruit leather. Water bottles are passed around.

Nancy and Tammy have volunteered to be lead canoe enroute to the third portage. There will be no time lost scouting or running this rapid, for it is described as a waterfall. Braving strong winds and drizzle, the canoeists start out.

The third portage is easily spotted for it is located at a large fishing camp. After landing at the dock and tying up the canoes, everyone goes to investigate the camp and the falls. There are numerous small wooden cottages, but no people in sight. As usual, there is garbage littered throughout the area indicating it once was heavily populated, but now is closed for the season.

Waterfalls are plentiful on the Churchill River and all of them are worth viewing. This waterfall is spectacular as the water crashes down over two large ledges. Mist fills the air, as the falls are felt as well as heard. The sense of sheer power is ever present. After a reflective moment enjoying the view, a few canoeists jokingly discuss possible routes to paddle the falls and a few pictures are taken.

Surprisingly skid poles are provided for sliding the boats and canoes over the portage. The canoes are pulled along these skid poles with all the gear still inside. The logs are still wet from the rain and very slippery, so the canoes move easily and quickly along them. This easy portage is a nice relief after a long day of paddling.

It has stopped raining and the wind has died down providing calm in the late afternoon. Two more bald eagles are spotted to everyone's delight; otherwise the hours are passing quickly with few interruptions to the repetition of the paddling strokes. James livened everything up by singing a few songs, and John created many laughs with some of his sarcastic statements. Otherwise, the time is spent mainly in silent contemplation. The sun is getting lower and lower in the sky but there is still five kilometers before the day's destination will be reached.

"It's getting late. I think we should find a campsite." This is answered by a few in agreement. "Why don't we paddle to the end of this lake before looking for a campsite?" John disagrees with Ted, saying it will be dark soon and he's really tired. Many of the others support this statement so it is agreed that the group will camp at the first good campsite.

While paddling along the shore, Mark spots a small clearing, so he and James paddle over to investigate. While James remains in the canoe, Mark runs up the bank to inspect the campsite for a good tent and campfire location. Good news, Mark thinks the campsite is suitable so he calls the other canoes over. Janice fills up her water bottle before paddling in.

Everyone is relieved to be stopping for the night. It is seven o'clock and all are tired. The sun will be setting soon so everyone works steadily to unload the gear and carry the canoes up on shore to be stored upside down and leaning against one another. PFD's, fishing equipment, and paddles are then put under the canoes for night storage.

Sunsets are beautiful in the north. The orange rimmed sky is now almost clear, with few clouds to be seen. The wind is sending only a few ripples across the lake. A motor boat is heard in the distance traveling toward the fish camp. Otherwise a silent land surrounds the canoeists as they busily set up their camp.

Nancy and Tammy unpack the three tents from the duluth packs and walk in the direction Ted has indicated as a good tent site. A site is chosen for each tent and they all help each other set up the tents. Three green nylon tents now occupy an otherwise open flat area. A few canoeists select the tent they will sleep in for the night, then unroll sleeping pads and unstuff sleeping bags in his or her chosen spot in the tent.

Mark, Frank, and James have gathered a pile of various kinds of dried wood with which to make a fire. Ted has unpacked a food bucket to get water from shore. Janice has started to unpack the pots, grill, cooking mits, utensils and food needed for dinner. The group effort to set up camp and prepare for dinner occurs without direction from anyone. Everyone just finds a job that needs doing. Within twenty minutes the tents are set up, the fire started and dinner is being prepared.

A large pot of water is used first for hot drinks and then used to cook the spaghetti noodles. Also on the grill is a medium size pot that is used to cook the spaghetti sauce. Once the meal is cooked everyone serves themselves, with the option of sprinkling parmessan cheese on top of the sauce. There are usually more noodles than there is sauce, so those who are still hungry eat the remaining spaghetti noodles with margarine, parmessan, and various spices (salt, pepper, garlic). For dessert there is butterscotch pudding and the usual hot drink. James brought out his bottle of Kaluha liquor to pour sparingly into cups of hot chocolate. Preparing this dinner and cleaning up afterwards takes over two hours to complete.

After eating, the canoeists sit around the campfire writing in their log books, discussing the adventures of the day, or just resting. James volunteers to wash dishes tonight, with the help of Tammy who dries.

Tonight Nancy and Tammy suggest that the group have a discussion. Ted replies by saying that it is useless to have everyone just say what their highs and lows are for the day. He suggests that it would be more worthwhile just to discuss any concerns members of the group have. Ted's suggestion is used and the group discuss a variety of concerns related to clean up at night, the importance of a designated latrine area, tent and cooking areas with relation to bear safety, and the role of the lead canoe. This group discussion is over quickly with most group members eager to go to sleep.

By ten o'clock almost everyone has unrolled his or her sleeping pad on which to place unstuffed sleeping bags. The cooks for tomorrow, John and Tammy, have chosen their own tent, while others generally head for the most comfortable flat placed tent or the tent which a friend has chosen.

Before going to sleep a variety of functions are completed, such as writing in log books, brushing teeth, washing face and hands, putting personal gear under the blue tarp, and lastly, making a trip to the bush.

Janice and Mark are usually the last up casually writing about the day's events in their log books. Mark uses the light from the fire, while Janice uses a head lamp to illuminate the log book. Enjoying the peace of the evening and the crisp cold air, they usually stay up past eleven o'clock. Janice packs up the food buckets and puts them under the blue tarp along with pots, saws and other group gear. After washing, brushing her teeth and a trip to the bush, she stands looking out across the lake. Though the stars are bright, they are not nearly as brilliant as the full moon or the dancing Northern Lights. The calm lake duplicates this brilliance as it reflects the light from the sky. It is another cool, clear sky night. Tiredly, Janice pulls herself away from the sight to carry her sleeping gear to an awaiting available tent. A short time later, after putting out the fire, Mark also retires for the night.

## DAY IN THE LIFE OF A WILDERNESS SKI TRIP

The hushed stillness of the morning lulls the cooks for the day back to sleep. They are only partially awakened by the beep of an alarm watch that was set to go off at 6:00 AM. Warm and cozy in their sleeping bags, their bodies tired from the hard day of skiing the day before and their minds caught up in lingering dreams, they resist the need to awaken and prepare breakfast for the group of nine skiers.

Awaking rapidly, Tammy starts to dress into her ski gear, putting on polypropeline underpants and undershirt, knickers, wool sweater, wool socks, wool hat, and a down jacket. James slowly turns over in his sleeping bag and asks, "What time is it?"

"6:25", replies Tammy. Tammy reaches to unzipper the tent, puts on frozen boots, then walks over to the campfire to start her morning tasks.

Crisp, cool, spruce smelling mountain air hit her face as she leaves the tent. This is a contrast from the warmer, stuffier, smoky smells from inside the tent.

"Crunch, crunch, crunch", the sounds of walking campers fills the air as they go about their tasks. Tammy unpacks the two one-burner stoves and fills them before lighting them. James, now up and about, gathers fresh snow in two large pots. These pots are put on the stoves to melt the snow for hot drinks and oatmeal.

Other campers are heard shuffling in their tents as hey dress for the day.

"James, can you go tell everyone that breakfast will be ready soon?", asks Tammy. "It's after seven."

James stomps through the snow to shake the tents and announce that breakfast will be ready soon.

Tammy adds water from the water bottles to help melt the snow quicker. All the water bottles were filled with boiling water the evening before. The stoves are cranked up full blast and silently roaring. It seems to take forever for the water to boil.

The food for breakfast is unpacked from a color-coded bag indicating food for the day that will feed nine people. Tammy avoids the other bags coded with two different colors that indicate the food is packed to feed a group of four and a group of five. The Explorations group will be splitting into two small groups further into the trip.

Oatmeal with dried apple is poured into a pot of boiling water and stirred by James.

The other campers stuff sleeping bags, pack personal gear, and take down the four, three-man tents. Frank and John start a fire and place frozen ski boots around it to thaw.

"I don't think I'm going to ski today. My ski boots are frozen stiff", announces John.

"Yah, may as well hike. The snowmobile track is solid ice", replies Nancy.

"Water is ready for hot drinks", yells Tammy, as she pulls out juice crystals, hot chocolate, tea, and coffee. With cups, bowls, and spoon in hand the campers walk over to the pot of boiling water to help themselves to a hot drink.

"Come and get it", yells James.

Bowls are gathered and the hungry campers line up in front of the pot of oatmeal. Condiments are placed near by, with the option to put brown sugar and/or powdermilk on the oatmeal.

A few campers eat only a small portion of oatmeal. They do not like oatmeal for breakfast but eat a bit to ease their hunger pangs.

The evening before, the group found large fallen trees to square around the campfire to use for sitting. Silently the campers sit eating their oatmeal and thinking about the upcoming day's journey.

"There's enough for seconds", announces Tammy. She spoons out the last of the oatmeal and quickly starts to clean out the pot.

Another late start this morning. It is frustrating for some campers as they wait for the 'slow movers' to brush their teeth, to write in their log books, and to slowly finish packing their backpacks. Meanwhile, the two toboggans are loaded with the group gear (tents, food, saws, etc.) and the backpack that belongs to the person pulling the toboggan. The campsite is cleaned: the campfire seats are dismantled, signs of the campfire are removed after putting it out, and garbage is picked up. It is obvious that the area has not been used as a campsite before and the campers want to leave the site in its natural state to avoid repeated use. As well, the lack of water in the area does not make it an ideal campsite.

Checking their watches as they depart down the snowmobile trail, they mentally note 9:20 AM. This departure time will be recorded in their log books. The group had hoped for an 8:00 AM departure, with a 6:00 AM wake up time.

Departing late was not unusual with this group. Some group members seemed to resist scheduling and the use of watches. They were not overly concerned with time, moving at their own pace which was much slower than the others. The faster group members were concerned with time and schedule, or just had more energy. They were first to initiate tasks around the campsite, particularly in the morning. The difference between group members was so distinct that titles 'slow movers', 'morning people', and 'evening people' were created. The 'morning people' were up early and had lots of energy to work on the group tasks, but had less energy in the evening and wished to go to sleep early. The 'evening people' were those group members that had low energy in the morning, but high energy in the evening. The 'slow movers' were slow most of the day and evening, either slowed down to the pace of nature or tired from the day to day work. The assigning of these titles was an attempt to understand and accept the differences between individuals in the group.

Once on the trail, the fastest group member takes the lead. This morning it is Mark as he is the only one wearing skis this morning. The others have on warm, dry boots and have put their skis inside the side straps on their backpacks. They look like a herd of strange deer from behind with the skis towering high above their heads. Mark is a lot faster then the hikers and is far ahead of the group, skating and sliding with his cross-country skies on the icy snowmobile trail.

The weather is fantastic today, with the sun rising steadily in the clear, blue sky. This nice weather is typical of the weather so far on the wilderness ski trip. The clear, night sky absorbs the heat from the earth to drop temperatures down to -7 degrees C.. With the rising and warming of the sun the next morning, temperatures soared up to highs of +10 degrees C.. What has the skiers worried is the rapid melting of the snow as evident by the lack of snow on all southfacing slopes.

It is definitely an early spring for February 28, 1986. The sun is blistering hot. The smells of leaf mold and fresh black earth fill the air, while warm chinook winds blow in from the Rocky Mountains to the west. It might be an early spring for most of Alberta, but for foothills country this is common.

The terrain has become hilly and Mark is having difficulty going up the icy hills which slow him down at times allowing the other hikers to catch up.

"We did say we wanted to go on a hiking trip", jokingly James remarks to the absurd fact that the group ended up hiking on the ski trip.

The route is very obvious so there is no need for Mark as lead skier to make any route selections. He sets a very fast, steady pace. The hikers next in line from him maintain the pace, while those wishing to travel slower or stop to remove clothing layers or put sunscreen on their face are further behind. Those hikers in front are intent on a more continuous pace, stopping only when needed. The hikers near the back decide to work on their tree and plant identification. The group of four hikers stop now and then to help each other identify the different species found. An advantage to an early spring thaw on this trip is having the plant life in full view along the southfacing slopes.

After two hours of traveling, Mark stops at the entrance to the Wilmore Wilderness Park. There is a large map of the area and a registration box, which is empty of registration forms. Mark notices that the historical sites are marked on the large map. James had studied the history of the area and is the historian for the group. Mark and James record some of the historic sites onto their topographic maps.

When the other hikers arrive at the park entrance, they take off their backpacks or the waist harnesses for pulling the toboggans. Water bottles are passed around for everyone to have a drink and everyone looks at the large map. This is the first rest stop that morning, so it is also used to apply more sunscreen, to remove more clothing layers, to eat some G.O.R.P. (good old fashioned raisins and peanuts), to take pictures, to write in log books, and to discuss their location and the route ahead.

The topographical map indicates that the Explorations group would be leaving the snowmobile trail about three kilometers down the trail. The trappers, whom the group met the first night of the trip told them that the snowmobile trail winds east up Adams creek to their cabin. The group has planned to continue traveling north to follow the Berland River. The hikers, looking at their maps, notice that where the Berland River valley widens they should start looking for Adams Creek junction.

Mark, persistent in wearing his skis on a ski trip, takes the lead again. Shortly down the trail, the terrain becomes more challenging with steeper hills to climb and descend. The group is traveling in line fairly close together with Mark slowed down, and those pulling toboggans requiring help up and down the steeper hills. These helpers push the toboggans from behind going up the hills, and use a rope attached to the back of the toboggan to slow the toboggans going down the hills.

Nancy and Jill had decided to pull the toboggans that morning by being the first to claim or announce their intentions. It was assumed by the group members that everyone would share all the tasks in the group. There was no formal schedule of duties so the group members have to take their own initiative and do their share of the work.

After a few days on the trail, different group members started to claim the function of helping the toboggan pullers. Jokingly one day, a toboggan puller called her helper 'loser', and the title stuck for the remainder of the trip.

Mark stops about midday, after noticing the river valley widen. He decides to wait for Ted and John to catch up.

"Adams Creek junction should be nearby" announces Mark.

"It's also time for lunch. Why not stop to eat and then after we can scout for the junction?" suggests Ted.

They all agree. So off they go with Mark in the lead.

Just down the trail he stops in a sunny, dry spot and takes off his backpack. As the other hikers arrive their approval in stopping for lunch is shown by the sighs of relief as they remove heavy 50 - 60 pound backpacks or remove the waist belt of the toboggan harness.

"My shoulder has been aching all day", exclaims James. "I've got to adjust this pack."

Water bottles are passed around to quench everyone's thirst.

"Adams Creek junction is around here somewhere. I thought we could have lunch then scout for the junction after", announced Ted.

On the sunny southfacing slope, dry and grassy spots are found for seats. Tammy and James unpack two bags of crackers and three cans of tuna from the toboggans and pass them around to the hungry travelers. As usual, there is not enough food to satisfy everyone's hunger.

Those who avoided eating much oatmeal that morning are really hungry. The group members tried to accept the fact that not enough food was brought, though a few comment were made each meal to communicate their hunger and disbelief that after two previous tripe which had more than enough food, that the portions were planned to be so small. Some lunches were also forgotten in Edmonton, which only made matters worse. The lunches, in particular, would be small for the remainder of the trip. Luckily the weather has been beautiful so far, with minimal energy required to keep warm during the day.

After lunch Mark, Ted, John, and Frank scout for Adams Creek junction. The other group members either sleep in the sun, write in their log book, or help clean and pack away after lunch. The scouts return twenty minutes later.

"Adams Creek junction is back down the trail half a kilometer. Everyone will need to put on their skis to help break trail for the toboggans", Ted announces.

James says he would like to pull a toboggan so Jill volunteers her toboggan. James and Nancy put skins on their skis to help provide enough friction to pull the toboggan while skiing. Two other skiers volunteer to be their 'losers' by positioning themselves behind a toboggan. The skiers put red klister or red wax on their skis to help them grip the snow to ski forward.

With skis put on, the skiers hoist up their backpacks onto tender shoulders and sore backs, and then reach for their ski poles before departing. Mark and Frank lead the group back down the trail to where a lone pair of ski tracks left the snowmobile trail.

The snow is 1 1/2 to 2 feet deep, which is heavy and wet beneath an icy crust. Breaking trail in these snow condition is hard work. Three skiers break trail out front to ease the strain of the toboggan pullers and their 'losers'. The lead skiers and trail breakers change now and then when they become tired. Tammy changes with Nancy and Ted changes with James to become toboggan pullers, as well.

The lead skiers not only break trail, they have to navigate, keeping track of their location on the map; to make route selection decisions, by choosing the best route for pulling the toboggans; and to scout for best alternative routes when an obvious route is not available. These tasks of the lead skiers take time, so much time that generally the toboggan pullers keep up with the lead skiers.

The skiers trudge along, through the snow and willow terrain in search of the Berland River. They had been warned by the trappers that the river was not frozen, but flowing in many sections with spring runoff.

"There's the river", points Frank, "and it's open like the trapper warned".

The ski route selected by the wilderness travelers was planned to include several river crossings over a frozen river, not a flowing river.

Arriving at the river's edge, the group is thankful to find the river shallow and to the west, a thick ice bridge. Frank crosses over the bridge first to test the strength of the bridge. When he finishes the crossing, the other skiers follow one at a time. Those pulling a toboggan are particularly leery of crossing with the combined weight of skier and toboggan.

The Berland River meanders east and west across the river valley that runs north and south.

Mark takes the lead again, leading the skiers through dense willow thickets that make pulling the toboggans difficult. The group becomes spread out as those with the toboggans are out of sight of the skiers in the lead.

After about twenty minutes, Mark is stopped by another stretch of open river. He asks Ted to ask the toboggan pullers to stop and wait where they are until the best route is found, for they may have to back-track and try another route.

In the dense willow the toboggan pullers cannot see the skiers ahead. Ted skis back to tell them about the problems of finding a route across the river. They collapse on top of their toboggans glad for the rest. James and Tammy wait with their toboggans while their 'losers' and Ted ski ahead to help with scouting.

It is very hot with +10 degree C. temperatures. The exertion required to travel in this difficult terrain makes the group uncomfortably hot and sweaty. All of the skiers are down to wearing only lifa (polypropeline) tops, and one skier even took off his pants wearing only his long underwear. Sunglasses are worn by all and sunscreen is used to protect faces and hands from sunburn.

"We traveled 6.5 km this morning in three hours, and in two hours we have not even traveled 2 km. We'll need all twelve days to get to Rock Lake at this rate", exclaims James.

Back at the river, Ted, Mark, and Nancy decide to scout along the east side of the river, while Frank and John scout the west river bank for ice bridges and a good route to pull the toboggans. They travel along quite a distance, finally giving up trying to find an ice bridge. The scouts all return about twenty minutes later.

"The east side is impossible for a toboggan to travel through. There are many fallen trees and thick bush", says Ted.

"There is a frozen creek to follow on the west bank", said Frank.

"The west bank seems to be the best route", replies Mark.

"Okay, let's go tell Tammy and James to swing west to join us", announces Ted.

"Don't you think this should be a group decision", asks John. Frank and Nancy agree with John.

"I'll get the others", says Mark as he departs.

A few minutes later Tammy and James are seen crashing through the thick willow, sweat on their red faces. They are heading west, so the skiers in the lead put on their backpacks and ski to meet them.

"I thought we were going to make a group decision?", Frank quietly directs to Mark.

"Well it seems obvious to me which direction to go", replies Mark. With no reply from the group to this statement the Explorations group follow Mark and Ted as they head down the frozen creek bed. With the easier ski terrain, in a few minutes the lead skiers are out of sight of those skiers with the toboggans.

Five minutes later, Mark and Ted ski back and tell everyone that the creek ends in a dead end with a steep cliff.

"I'll scout for a route closer to the river", announces Ted as he skis off, while Mark and Frank follow. The other skiers take off their packs and sit on them to wait for them to return.

James, while waiting, makes a small snowman near his toboggan. Then a full blown snowball fight breaks out when James throws a snowball at Tammy. Ted has to duck a snowball when he returns through the willow bushes.

"I've found a trail. It's only hard going for a few 100 yards through the willow", announces Ted.

The trail is a horse path, and although it is rough and narrow in sections, the route is great for those pulling the toboggans. The group travels fairly spread out, with those at the back at times struggling over logs with the toboggans. Those skiers up front are navigating and trail breaking.

The luxury of the trail does not last long before another open section of river challenges the group. After some scouting the lead skiers determine that there is no alternative but to cross the open river. The steep banks on both sides of the river are not negotiable for the toboggans. The toboggan pullers and their helpers arrive in time to be involved in a discussion of how they are going to cross the river.

"I think we should cut down this dead tree and use it as a bridge", suggests Tammy, eager to be finally involved in the decision-making. She has been pulling a toboggan most of the afternoon. Mark and Ted agree with her and head to the toboggans to get the axe and saw.

"I disagree. I don't think it's right to cut down a tree", says Nancy. Janice agrees with her.

"Why don't we make a bridge out of the dead trees already fallen down?", suggests Janice.

"They're frozen to the ground", replies Ted, as he continues about the business of cutting down the tree.

Janice cannot believe they are going to do this and wants no part in it. She goes to see if the dead trees are indeed frozen to the ground. Some dead fallen trees are frozen but many are not. Janice starts carrying dead trees over to the river and laying them across onto a sandbar in the middle of the river. After awhile Jill, Nancy, John, and James help Janice build the bridge using deadfall.

"If the tree doesn't work, this bridge can be used as a back up", says Janice.

Sure enougth, the tree did not fall across the river, but to the side. Tammy, Ted, and Mark then join the others in building a bridge using dead fall.

Once a bridge is made to the sandbar, they construct the last part of the bridge from the sandbar to the other shore. The toboggans have to be carried across, so most of the gear is unloaded and carried separately.

A cool wind has picked up. The group takes a break at the other side river while toboggans are loaded and sweaters and coats are put on. Many of the skiers also put on wool hats and mits.

"I really feel bad going ahead with the decision to cut down the tree when I knew some of you did not agree with it. I just felt so left out of the action traveling at the back. No one seems to be checking in or briefing those in the back about what's happening. It seems to be the group norms to let leadership emerge, and to get in on the action you have to just get in and do it", says Tammy.

"This is a leadership issue. Those who want to be lead should just say so", exclaims Mark.

"Well, I guess I'm worried I won't get my chance leading", replies Tammy. "Do you want to go in the lead with me Nancy?", asks Tammy. Nancy agrees happily.
"Okay, Nancy and I will go in the lead", states Tammy.

"I was wondering", asks Jill, "if we could light a fire at lunch and have hot drinks. Especially if it is as cold as it is now. I really get cold easily."

"I don't think we have the time to light a fire at lunch. We are already way behind schedule" Ted replies.

"Maybe if you put on a hat it will help you stay warmer" adds Janice when she notices Jill does not have one on.

Jill, not having much experience traveling in the winter, had been having trouble keeping up with the group and regulating her heat. She would resist stopping to remove clothing which would soak her clothing with perspiration, and then she would chill easily when she stopped, as she would not put more layers on until she was chilled. Being slightly out of step in reacting to the changes, she was finding the experience uncomfortable at times.

The group prepares to depart, with Mark and Ted volunteering to pull the toboggans. Nancy and Tammy hoist on their backpacks, then discuss the route momentarily while they look at their maps. They set off in the lead, setting a fast steady pace, determined to stay ahead in case they have to scout for another crossing or back track to find another route.

Sure enough they arrive at the open river again. This time there are three ice bridges to choose from. Nancy and Tammy discuss their options, while those traveling with the toboggans arrive. Ted chooses an ice bridge immediately, but is called back by Janice, who asks him to give Nancy and Tammy a chance. Frank then mentions to Janice that she shouldn't interfere with the group she is studying.

Nancy and Tammy make their selection and the other group members either follow or make an alternate choice. Once on the other side, the group set off again with Nancy and Tammy in the lead. Janice follows close behind, helping with the trail breaking. Jill drops back after awhile and is eventually out of sight of the lead skiers. The snow is not as deep as earlier that day, which makes breaking trail easier for the lead skiers.

Dark clouds are seen approaching from the northwest. The wind is still chilly, but with the exertion of traveling the cool air is refreshing. The sun has started to sink lower in the sky signalling the closing of another day of travel.

Nancy and Tammy stop and wait for other group members to arrive. Jill and John arrive shortly after.

"Do you think we should start looking for a campsite?", asks Tammy.

"Sure, I'm tired and hungry", says John. The others all nod in agreement.

"Okay, lets stop at the next good campsite", says Nancy as she turns and starts to break trail again.

Shortly after, a good campsite is found. It is a permanent campsite with a ring of rocks around a campfire pit, and with logs squared around the campfire for sitting on. There is close access to water and lots of firewood in the area. Great!

When the toboggans and other skiers arrive, the toboggan pullers take off the waist belt harness and the 'losers' remove their backpacks.

"Nice campsite", exclaims Frank.

"I think I will continue to scout and break trail for tomorrow. We barely got anywhere this afternoon and it's only 4:30 PM", says Mark. "I'll go with you", replies Ted.

Mark and Ted set off skiing without the burden of backpacks or toboggans, while the other campers set up tents, collect fire wood and water, start a fire, prepare supper, put on dry warm clothing and down coats, and dry their soaked boots, socks, and mits by the fire.

"My boots were soaked by lunch and now my ski boots are also soaked", exclaims James.

As usual, the small one-burner stoves are used to boil water for hct drinks and to cook the potato chowder. Two hours after arriving at the campsite, at 6:30 PM, supper is ready. The scouts return just in time to eat.

Supper is great and afterwards Tammy cooks bannock over the open fire. Hot drinks rehydrate the skiers, but the portions of food do not fill up them all up. Many were still hungry and some say they could have eaten twice the portions given.

Dishes and pots are cleaned using hot water, soap, and rinse water. A pot of hot water is used to fill up the water bottles for the next day.

The campfire blazes all evening as the campers care for their boots, socks, and mits that dry by the fire.

"Let's share the most embarrassing moment of our childhood", suggests Nancy. Many join in on the fun and laughter that the stories provide.

"Nancy and I would like some feedback on our leading today", states Tammy. A brief silence followes, and then Jill says she thought the group was too spread out and felt frightened at times being alone in the middle of the group. She was worried about falling through the ice bridges when crossing the river in particular. Janice mentions that the river was only knee deep. Jill says she did not realize that, but visualized falling into a deep flowing river.

Jill has been withdrawn at times during the ski trip, seemingly not wanting to be on the trip or with the group, particularly as some members have been verbally aggressive when they confront different group members on issues. She has been working hard to keep up with the group and to overcome her fear of falling when skiing, which is shared by other group members. With a new perspective of the risks involved when crossing the ice bridges, this seems to ease her fears.

Nancy and Tammy say they felt they had to get far ahead in order to save time just in case they had to back track to find a better route, or scout an area to look for a route.

"We are now 10 km behind schedule. We may have to ski on our rest day to catch up. What does everyone think about this?", asks Ted. After everyone comments on the suggestion, the consensus is to ski on the rest day.

"I'll be cook for tomorrow", announces Nancy. "I'll help you", replies Frank.

"What time do you think we should get up? Six o'clock?", asks Nancy. The group all agree that an early rise is needed.

"Let's leave by eight o'clock this time", exclaims John who hates being late.

The group had reason to be concerned. They had scheduled the trip with an estimated traveling time of 3 kph. With these unexpected difficult trail conditions the schedule would need to be changed.

The campfire is so warm in contrast to a cool, biting wind at the campers back. Tammy and Janice take out song sheets and serenade the campers who move their sleeping bags, ensolite pads, and personal gear to a tent, write in their log books, or sit and enjoy staring into the embers.

By 10:00 PM Mark and Janice are the only campers still awake. The fire is no more then coals, the sky is overcast blocking out the stars and moon, and a few snowflakes fall. The temperature drops as usual in the night, but the overcast sky helps to reduce the loss of heat from the earth. After writing the last entries into their log books, they go to a tent to sleep.

The campers would have eight hours of sleep before waking to start another day. Some of them slept soundly, while a few were awakened throughout the night by a strong howling wind. In the morning they would find fresh fallen snow and cooler weather conditions.

# CHAPTER VI CULTURAL ANALYSIS AND SYNTHESIS

## INTRODUCTION

The task in this chapter is to describe the cultural scene, cultural patterns, and cultural themes observed on the 1985-86 Explorations trips. The cultural scene describes each trip outlining the general patterns of action and thoughts. Next, a trip by trip description of the decision-making patterns, followed by leadership patterns, are presented. Descriptions of the cultural themes were written to provide a deeper understanding of decision-making and leadership processes in the group.

## CULTURAL SCENE

### Overview

The descriptions of the cultural scene focused on the situational factors found to affect the Explorations group. These factors included environmental conditions, emotional climate, group trip objectives, individual trip objectives, mode of travel, concerns or problems that arose, and patterns of how the group functioned. These descriptions excluded specific discussion on decision-making or leadership.

### Churchill Canoe Trip

The Churchill River canoe trip was located in Northern Saskatchewan, where the Explorations group traveled 186 miles in twelve days. The group goals on the trip were to get to know each other, to learn to work together as a team, to promote open communication, and to develop outdoor leadership skills specific to: (1) lake and river canoeing, (2) wilderness living, and (3) personal objectives to develop outdoor leadership skills. The focus on the trip shifted from the goals mentioned above to the task of staying on schedule, for the group had less time in the evening to work on individual objectives, and less energy after paddling such long days. The trip was completed one day off schedule.

The trip goals were found to generate the following behaviors in the group.

(1) Canoe partners changed every two days so that everyone could travel with each group member.

(2) Everyone wrote daily log entries in books.

(3) Some students read quotes to the group.

(4) Group discussions and debriefings were initiated by group members.

(5) Names were drawn to determine whom to give a present to, and the gift was something to remember the trip by.

(6) Historical interpretations of the canoe trip were presented by the students.

(7) There was a group expectation to share all the tasks (i.e. cooking, fire building, navigating, etc.).

(8) Two students volunteered to be cooks for the day, and they tended to choose different group members to work with.

The average day consisted of ten hours of canoeing to complete about 16 miles with two portages. The canoeists preferred to travel close to shore and well within sight of one another. There was an understanding in the group that the other canoeists were to follow behind the lead canoe, generally in a line. This was not always the case, as one canoe tended to travel further out from shore out of line with the lead canoe, but always behind the leader. Sometimes two canoes traveled side by side in talking distance to one another, but they tended to stay in line behind the lead canoe. The ten hours of canoeing included scouting and paddling rapids, a lunch stop for about one hour, rest stops, and the portages.

At the end of a long day of paddling, the Explorations group had, on the average, four hours in the evening to perform the following tasks: unload canoes, secure the canoes upside down and tie them up on shore, set up three tents, collect water and wood, start a campfire, prepare dinner, clean up after dinner, write in their log books, discuss or debrief the day's events (a few times), pack all the gear away for the night, unpack personal gear, prepare to sleep, and extinguish the fire. This was followed by eight hours of sleep. Two hours in the morning werre used to complete these tasks: pack personal gear, take down tents, collect water and wood, start a campfire, prepare breakfast, clean up after breakfast, pack group equipment, discuss route for the day, haul the canoes over to the lake's edge, and load all the equipment into the canoes. Team work was observed to evolve as all the above listed evening and morning tasks were performed by all the group members, with no one person directing or organizing the tasks. Each group member was responsible to assist with all the group tasks, and be responsible to the group.

The Explorations group had specifically decided not to create structure for all the tasks or design a work roster or schedule. One assumption, as to why this was the case, was that the structure implied that the group members did not know or were not responsible enough to determine what tasks needed to be done. Another idea was that the structure of duties did not fit into some of the group member's cultural image of wilderness travel; in other words, it would take away from the wilderness travel experience.

In Northern Saskatchewan, the system of lakes all flow together to make the Churchill River, with only small sections of flowing water that join the lakes. The rapids required scouting, and if found to be too dangerous to paddle, then they were portaged. The scouting, in particular, took up much time and was a major reason why the group was not able to stay on schedule at the beginning of the trip. The Exploration group paddled long days to keep on schedule on the first and second day, but on the third day when scouting their first rapid, they decided to practice their whitewater skills and set up camp, which put them off schedule.

The long days of paddling were not what the group had planned, and the lack of time and energy at the end of the day did not create the best situation to promote open communication through group discussions and debriefings. The group was divided with those who wanted to stay on schedule and travel hard, and those who resisted the idea to let the schedule take precedence over the other goals of the trip. The long days of paddling greatly affected the overall mood of the group, inhibiting communication during the day, creating many concerns expressed at debriefings, and decreasing the sharing of some of the highlights of the day. Debriefings became a means for group members to communicate their frustrations and concerns, and the group was not able to resolve differences during these sessions. The result was to avoid debriefings as they only proved to stir up hard feelings and not generate greater understanding and acceptance in the group.

Two examples will show how the focus to stay on schedule affected open communication by generating a negative mood within the group. On day five, the group had decided to paddle into the night until 1900 to 2000 hours. The lead canoe set a very fast pace as the group hoped to travel as far as they could. After an hour, the lead stopped to rest and let the other canoeists catch up. When the last canoeists arrived, one group member strongly confronted the lead canoeists on their fast pace that created large distances between each canoe. This confrontation resulted in a heated discussion that lasted for about half a hour before someone suggested that the problem was the tight schedule. The group decided to find a campsite and then try to determine what the group should do about the problem. The Explorations group decided to get up earlier the next morning and paddle on their rest day. This was a lengthy discussion that focused on concerns with the lead canoeists, pace, the distance between canoeists, and how to get back on schedule.

The next example on the sixth day was similar. Those in the sweep canoe confronted the lead canoeists for their disregard for safety; specifically for traveling too fast and not maintaining safe distances between canoes and deciding to canoe through an oncoming weather front and not wait for it to pass. The push to keep paddling was strong, strong enough for some of the group members to challenge paddling on stormy white-capped lakes. This push to get back on schedule persisted until the rest day on the seventh day.

The Explorations group worked hard to stay on schedule after their rest day, not having evening discussions or debriefings.

On the tenth day, weather conditions changed and forced the group to set up camp early. That evening Nancy initiated a group discussion and many concerns were voiced and discussed. There was a concern with sarcasm, for some members were not sure of the intent. Some group members felt the sarcasm was becoming more aggressive and pointed. The tone of voice used by one member, when confronting the lead canoeists, was viewed by some group members to be harsh and challenging. Those with less experience in canoeing and wilderness travel were hesitant about taking lead due to past aggressive challenges of what they were doing. Lastly, the role of the T.A. was questioned, with some finding the T.A. to be over-protective. These were very emotional and frank statements and the group was not able to resolve any differences.

The last night of the trip was 'Christmas' with the exchange of gifts and all differences between group members were set aside as the group focused on the ending of the trip.

Weather conditions were the major reason for the group being behind schedule at the end of the trip. On the tenth day the weather forced the group to stop at 1400 hours, and the next day, the group was forced to go to shore for most of the morning. Eventually they challenged the large waves and set out in the afternoon. The weather cleared at the end of the eleventh day to give the group a beautiful evening sky with a full moon. These few days of rain were as bad as the weather became. Other than a few short rain storms, the group enjoyed many sunny, clear sky days and cool evenings that reduced the mosquito and fly populations in the area.

The expressed feelings and concerns on the trip will be highlighted to discuss the group mood further. The trip started off with a point of contention when the T.A. was introduced just prior to departure, and her responsibilities were described. Some of the students strongly disagreed with the idea that the T.A. was there on behalf of the university, with last resort veto power over decisions that could put the group in situations of high probability of injury or death. They felt it was a contradiction to the Explorations program and an insult to them, as it indicated that the students were not responsible enough to make sound safety decisions. The role and responsibilities assumed by the T.A. will be described in the leadership section, but the affect on the group was negative as those members continued to find the involvement of the T.A. in the program hard to accept. Some group members were critical of the involvement of the T.A. in group decision-making and challenged many of her comments. The conflict did not help the group develop a sense of trust and understanding.

Some of the other concerns noted on the canoe trip included: (1) establishing environmentally sound practices related to canoe travel in a heavily used canoe route, (2) canoeing on stormy lakes, and (3) being frustrated with some group members who were very slow in the morning (sl[illegible] movers) and did not do as much work as the morning people.

There were so many highlights each day with the beautiful weather the first five days, magnificent scenery, eagles, singing, jokes, swimming, good food, campfires, back rubs, sunrises and sunsets. The younger canoeists in particular were observed to express carefree enthusiasm, wonder, joy, playfulness, sharing, caring, and joking. Only some of the group members were concerned about the role of the T.A., and the others worked hard to keep peace in the group. The older canoeists were not observed to initiate playfulness or express their feelings as much as the younger canoeists, though they enjoyed joining in on the laughter, play, and joking.

Another description of the cultural scene on the canoe trip should include the ways in which the canoeists were able to adapt to demands of the natural environment in order to live and survive in the wilderness. The adaptation to the environment began when the group members started to plan the trip by identifying what they would need to do to live in a wet environment. Considerable effort was put into waterproofing from rain and the potential capsizing of a canoe. The tents were waterproofed and a plastic ground sheet used. Specialized clothing was used that helped keep the canoeists dry (rain gear), that dried quickly if wet (polyester), and that kept the canoeists warm when they were wet (wool). The food, clothing, sleeping bags, and other personal gear were stored in plastic bags, buckets, olive jars, or rubberized backpacks. A large plastic tarp was used for shelter from the rain or to cover the gear in the evening. Matches were put into waterproof containers, and stoves and white gas were brought on the trip for use in emergencies when hot water was needed for cold wet canoeists. With canoeing chosen as the mode of travel on the trip, prior knowledge and skills were required to navigate the craft safely on the water. It was this cultural knowledge that the group members were developing an expertise in - learning to live comfortably and safely in the wilderness. They were gaining further experience in the outdoor environment, learning first to be responsible for themselves in the outdoors, so as outdoor leaders they could introduce others to the outdoors and ensure their safety and well being.

### Yoho Ski Trip

The Yoho ski trip was a short five-day, shakedown, cross country ski trip into the Rocky Mountains. It was a 50 kilometer ski to the Stanley Mitchell Hut and back, with one rest day spent at the hut. The group goals for the trip were to test equipment, skiing ability and fitness, and to determine how effectively the group functioned. The focus of the trip, though, was on working to achieve personal objectives. Some group members wanted to work hard on their skiing skills, particularly telemarking, while others had to prepare for an examination they were to receive when they returned to the university.

The group goals for the trip were found to generate the following behaviors.

(1) A strong focus on the skills involved in cross-country ski trips, with very little focus on promoting open communication and team work.

(2) Leadership roles were avoided by many group members.

(3) The formation of small groups limited communication between some group members, due to a difference in skiing ability, pace, interests, and due to unresolved conflicts that blocked communication between some group members.

The average ski-day was seven hours long, with a half hour lunch stop and short rest stops throughout the day. The group traveled behind a lead skier(s) in single file or side by side to talk to one another. The distance between group members varied throughout the trip, though there tended to be considerable distance between skiers. The distance between skiers was determined to a great degree by the pace of the lead skier.

There was about six hours in the evening to complete the following tasks: take off packs; clean snow off skies and stand them up; collect water; start a fire in a wood burning stove; start coleman stove to cook dinner; prepare dinner; dry cross-country ski boots, socks, gaiters, and mittens near the wood burning stove; change into warmer clothing, large coats (camping), and warm footwear; unpack personal gear; eat dinner and drink hot drinks; clean pots and dishes after dinner; sit around wood burning stove; write in log books; study for an exam; read a novel; and prepare for sleep.

After eight hours of sleep, the group took about three hours to perform the following tasks: cooks first to awaken; dress; collect water; start coleman stoves; boil water; prepare breakfast; awaken other group members; pack sleeping bag, pad, and personal gear into backpack; start fire in wood burning stove; eat breakfast; clean pots and dishes after breakfast; wax skis; read the map; and depart.

The early setting sun in the winter required the group to plan for six to seven hours of traveling. Other environmental conditions observed to affect the group included: (1) spectacular mountain scenery with frozen waterfalls and a picturesque mountain hut, (2) a trail that provided easy navigation and was well traveled, (3) after a seasonally warm first day with a high of -2 degrees C. and an evening low of -28 degrees C., cold temperatures with average highs of -14 degrees C. with a wind chill were recorded for the remainder of the trip, and (4) a snow storm on the last day with flurries and winds that increased at the end of the day. The cold temperatures with a wind chill were noted to affect the group greatly, with everyone thankful for the hut accommodation. Many group members were cold the first night sleeping outside, and some group members found they were uncomfortable traveling in the cold winter conditions.

The Explorations group did not hold evening trip discussions or debriefings to communicate any of their feelings or concerns on the trip. Some issues were talked about among group members or noted in log books, but not shared as a group on the trip. The noted concerns included: (1) being uncomfortable with winter travel in the cold, (2) the difficult ski terrain (switchbacks), (3) the skins for cross-country skis falling off, (4) feeling physically tired and sore, (5) the role of the T.A. and a concern about how little she helped with group tasks, (6) trouble sleeping, and (7) falling down when skiing. The noted highlights of the trip included: (1) enjoying skiing and telemarking; (2) appreciating the rest day and warmth of the hut, (3) the mountain landscape, views, smells, silence, and challenging skiing terrain, (4) the effortlessness of skiing without a pack after days with a pack, and (5) the excitement of the group to be packed and ready to go in two hours on the last morning, then skiing out as fast as they could to see who estimated the closest time out.

The Explorations group was found to function differently on the Yoho ski trip, as compared to the Churchill canoe trip. The group had not able to resolve some of the problems that arose on the canoe trip, even after several hours spent debriefing the trip. One group member had decided not to go on the Yoho ski trip after the group confronted him on his tone of voice used with some group members, while at a trip planning meeting. Another difference on the Yoho ski trip included having a new group member along (who started the Explorations program in

September); having a shorter trip in number of days and the distance traveled; having indoor accommodations; having mountainous terrain; and using cross-country skis as the mode of travel. All of these factors were found to affect the group on the Yoho trip, and the following changes in group behaviors were noted: (1) the younger group members were more withdrawn and did not provide the comical relief or playfulness as noted on the canoe trip, (2) a marked difference in skiing ability and fitness created a split in the group, with those with higher skiing ability and fitness traveling at the front of the line and those with lower skiing ability and fitness traveling at the back, (3) the avoidance of accepting leadership roles, and (4) there were few activities that connected the natural history of the area with the travel experience.

### Wilmore Ski Trip

The twelve day cross-country ski trip into Wilmore Wilderness Park took place in February - March 1986. The group planned to travel six days as a group then split into two groups for six days. The group was two days behind schedule in reaching the base camp location and adjusted the schedule with only four days spent in small groups.

The Wilmore trip had no stated group goals and the trip focused on individual outdoor leadership development objectives related to a cross-country ski trip. This was an extended winter trip and many group members had the objective to stay dry and warm.

The group functioned differently from other trips, for on the Wilmore ski trip the group choose to pull toboggans full of the gear needed on the extended trip, and the trail was not broken (packed down), which required breaking trail.

The group functioned in the following manner on the Wilmore ski trip. The group travelled on a trail, in a line, with a lead skier in front and a sweep skier in the back. The trail was wide enough at times for two skiers to ski abreast, but when breaking trail was required they travelled in single file. The group pulled two toboggans with each one pulled by one skier. Those skiers pulling the toboggans were slower then the other skiers who carried backpacks, so the toboggan pullers were usually at the back of the line. When the trail was easy to travel, due to snowmobiles having packed it down, the group traveled fairly spread out. When the trail had to be broken, and scouted to find the best route, the group travelled close together in single file.

The group members shared in the tasks of breaking trail, scouting, and pulling the toboggan. As with all the previous trips there was no attempt to divide or schedule the duties. The group members were responsible for themselves to do their share of the group tasks.

The average travel-day started at 0630 hours with three hours to complete these tasks: wake up with the cooks first; collect snow to melt or water if available; start coleman stoves to boil water; prepare breakfast; wake up other campers; eat breakfast; clean up after breakfast; pack personal gear and sleeping bags into backpacks; take down three, four-man tents; pack group equipment and one backpack into each toboggan; clean up campground area; wax skis; put skins on the skis, for those who pulled the toboggans; read the map; and depart.

The group skied about six hours each day, and the distance varied depending on trail conditions. On packed trails, the group skied 10 to 12 km per day, and on unpacked trail they skied 5 km per day. A one-hour lunch break was taken around noon, which decreased in time when it was cold.

At camp, the group spent seven hours to perform these tasks: scout the trail for the next day; clean snow and ice off skis, remove skins, and stick the skis in the snow or against a tree to stand up; collect firewood and water; start a campfire; set up tents; prepare dinner; put on more clothing layers and large coats, and change into mukluks or winter boots; dry ski boots, socks, and gloves by the fire; eat dinner; clean up after dinner; unpack personal sleeping gear into tents; write in log books; and enjoy the evening campfire. The group then had eight hours of sleep.

As noted above, the trail conditions greatly affected the group. The trail conditions were packed at the beginning and end of the route, while the middle portion was not marked or packed. Other environmental conditions observed to affect the group included the weather with warm and mild weather conditions for the first eight days, followed by stormy and cold weather on the ninth and tenth day, and a warm, sunny, clear sky on the last day of the trip. The route was easy to navigate as it followed the river valleys, and the main challenge was the fact that the river was flowing in places. The group had to scout for river crossings several times and even had to make a bridge once. Route selection was also challenging once off the packed trail, for the toboggans had to be considered and the best route selected. Many of these environmental conditions slowed the progress of the trip, while the good weather and spectacular foothill mountain scenery helped the overall mood of the group.

As with the Yoho ski trip, the Wilmore trip started on a sad note. This time the news was the cancellation of the culminating dog sled trip up north. Also, some lunch supplies were forgotten in Edmonton which required the group to spread out already small portions. A pair of ski boots were also forgotten in Edmonton but another pair was found to replace them, but the delay to locate boots put the group 3 km off schedule.

The expressed concerns on the Wilmore ski trip included: poor snow conditions for skiing; wet footwear every day; difficulty pulling toboggans on unpacked trail; slow rate of travel on unpacked trails and the difficulty finding river crossings; difficulty breaking trail;

shortage of food; role of the T.A. in group decision making and selecting a campsite; slow movers in the morning; the group of four not wanting to travel with the group of five even though they were camped side by side; some group members sick with colds and flu; fear of falling when skiing with a backpack; competition over campsite tasks as a reason for some others not doing their share of tasks; and differing expectations of the Explorations program.

On the night before the rest day, and on the last night of the trip, concerns were shared and discussed. One issue was resolved on the last night of the trip concerning the difference in outdoor experience among group members. A few group members felt that some group members should not be on the Explorations program as it held back the whole group. The problem was a difference in their expectations for the program. With further discussion, particularly determining differences in outdoor education career aspirations, greater understanding and acceptance was achieved. This discussion also created greater understanding and acceptance of the role of the T.A.. These problems were believed to be the major blocks to open communication and trust in the Explorations group.

The highlights of the trip were many: the scenery was spectacular and weather quite mild for most of the trip; history was alive with the group as they met trappers and Old Man Roy, and hunted down the historical sites in the area; the rest day was a time to be alone for the older group members while the younger group members hiked up the side of a mountain together and enjoyed the descent by playing tag and running down the slopes; many were glad to be joined as a whole group again, having missed different group members; skiing without packs and telemarking; climbing to the top of a mountain; the cozy campfires and great campsites; the challenge of leading and scouting; and the clear night skies that aided the budding astronomers.

### Howes Snowshoe Trip

The Howes Pass trip took place in March 1986 as the last Explorations trip. It was a 50 km trip to the pass and back in five days, with one day to explore the area as a rest day. The group goals were to experience wilderness travel using snowshoes to pull toboggans, to use wall tents for shelters, to relive the past through history presentations, and to promote open communication through evening debriefings. After the Wilmore trip, the group realized how a lack of understanding and poor communication had negatively affected the past trips.

These group goals were found to generate the following group behaviors: (1) history presentations on David Thompson, Howes, and the Peigan Indians of the area; history and use of the snowshoe including instruction on how to tie the Indian Squaw Hitch harness that used lampwick; and the history and use of the sextant, (2) construction of two different frames for the wall tent, and

(3) debriefings held each night.

The average travel began with 2 1/2 hours in the morning having completed the following tasks: cooks up first; dress; collect water; fuel and start one-burner stoves; boil water; collect wood; start campfire; prepare breakfast; pack personal gear; take canvas off wall tent frames, fold, and pack on a toboggan; dump wood burning stove ashes and dismantle it to pack on a toboggan; eat breakfast; clean up after breakfast; campfire put out and clean up the area; pack group equipment onto toboggans; tie and secure the group equipment and one backpack to the toboggans using a tarp and rope; and depart.

The Explorations group traveled on the average 6 1/2 hours to cover 12 km each travel day. A one-hour lunch break was generally taken along with short rest breaks throughout the day. On the first day, one group member held the lead position for most of the day; whereas for the last four days, the lead switched between members throughout the day. The group was observed to travel behind the leader(s), with the number abreast sometime four or five. Typically the small groups were two or three side by side all following a leader. As observed on the canoe trip, one group member avoided following in a line behind the leader but chose to select a route just off from the rest of the group, but staying behind the leader. There were times when no specific leader was out front, with the group divided when different routes were chosen, or when the group traveled four or five side by side. The group travelled on ice for most of the trip, which did not restrict the group to a single file pattern.

The navigation was straight forward as the group followed the river. There was a problem with river crossings and finding suitable terrain to pull the toboggans. At times there was no ice to pull the toboggans on and a portage was required.

At the end of a day's travel the group began the task of setting up camp, and on the average took about four hours to complete these tasks: unload toboggans; find dead trees to be cut specific lengths for the tripods and ridgepoles of the wall tent frame; lash the trees together to form two frames for the wall tents; tie the canvas wall tent to the frame; put together the wood burning stove and place it in the tent; collect water; prepare dinner; collect wood and cut it in small pieces; start the campfire and wood burning stove; eat dinner and clean up dishes and pots; debrief the days events; write in log books; and prepare to sleep for the night. The group enjoyed nine hours of sleep most nights.

The trip was designed to be laid back with no schedule pressures or long travel days. The group had an evening debriefing every night of the trip, which was unique. At the first debriefing, the following topics, expressed feelings, and concerns were brought up: a thank you given to the group for the time and consideration given at lunch for the sextant readings; recommendation to leave a cache of food for their return from the pass; route selection for the next day; time to get up the next morning; suggestion for the group to assign tasks in the morning but this was not accepted; feedback given to the lead person; frustration with the T.A. spending too much time doing research and not helping the group; and concerns about the lack of snow in the area with suggestions to change trips and leave behind the toboggans, both of which the group did not accept. It was interesting to note that some group members wanted more structure by assigning tasks. Some group members felt that not all the group members were doing their share, in particular the T.A..

The other evening debriefings were different as they contained many shared highlights of the day with fewer concerns brought up each night. Two assumptions as to why this occurred included: (1) that the debriefing the first night brought out the major concerns and generated a better understanding between group members that lasted through the trip; and (2) that Howes was the last Explorations trip and group members wanted to end on a positive note. The log books indicated that the students all found the debriefings to be helpful in promoting better group relations.

One quote noted that not all the problems were brought up during the debriefings. "I'm glad we had a meeting. It cleared up only small problems we had during the day." The big problem was the strained relationship between two group members who preferred not to work or travel together. Both of these group members were found to communicate not as much with other group members, to questioned their involvement in the Explorations program, and to complain a lot on trips. On the Yoho trip their inability to reconcile their differences affected the group when they stated a preference not to go have a sauna on the drive back to Edmonton.

The highlight of the trip was the indication that the group had resolved some of their differences. The behaviors indicating this included: more sharing, particularly with natural history presentations and greater expression of feelings, and increased communication between group members, especially between group members who ordinarily did not talk to one another.

There was not an apparent difference in skill level among the group members on the snowshoe trip as on the ski trips. The snowshoes were supplied by the university, and the clothing worn was not specialized. On the ski trips the difference between those with high levels and lower levels of experience in outdoor travel was noted with cross-country ski skills, ski fitness, specialized equipment other then supplied by the university, and comfort and enjoyment in the winter environment. On the Howes trip the group members were all observed to be comfortable and enjoyed the winter environment, with equality in skill level, fitness, and equipment.

## DECISION-MAKING PATTERNS

In order to demonstrate the decision-making patterns that emerged in the egalitarian wilderness group studied, typical decision-making situations are described from each of the four trips observed. A preliminary discussion of the events happening in the group, that were noted to influence the behavior of the wilderness travelers as they initiated the decision-making process, are presented with every example given.

### Churchill Canoe Trip

Decision #1: It was day two of the canoe trip and it was 1900 hours. The Explorations group had one more portage to complete before they reached the scheduled campsite. The group had just reached the portage site and were getting out of their canoes.

"Why don't we set up camp here?" Many responded by saying they would rather complete the portage that night rather than face a portage first thing in the morning. Everyone agreed with this and unloaded the gear from the canoes and headed out down the portage trail. Those first down the trail came to a fork in the trail, so two group members dropped their gear and went to scout each fork. The other group members dropped their gear and then returned to the canoes and carried them to the forks. By the time the scouts returned all the equipment was portaged to the forks. The scouts reported what they had found and everyone decided the right fork was the best route, but it would lead the group to a swamp and a narrow channel that flowed into Trout Lake. "I don't want to camp in the swamp." Everyone agreed, and then one group member suggested the group camp just back on the trail in a clearing. Everyone agreed to this and the camp equipment was carried to the site.

This was an example of a consensus group decision, characterized by everyone being involved in the discussion and everyone indicating that they agreed with the choice.

Decision #2: It was the third day of the trip and the group had paddled 14 miles across Trout Lake. They had just arrived at the first portage of the day and the first rapid on the trip. All the group members tied their canoes to a tree and went to scout the rapid. They found a grade 3 plus rapid that flowed down into another lake, but the gradient was high and there was a large hydraulic on river right. It was a challenging section of rapid.

Two group members were excited about paddling the rapid and discussed a strategy. They had considerable whitewater experience and knew their abilities; but as other group members started to make plans to paddle the rapid, the T.A. stepped in and said everyone should portage the rapid and practice their whitewater skills first. Everyone headed back down the trail to start the portage, but some group members were very upset at the T.A. for making this decision for the group.

This was an example of an authority decision made on the trip, where one group member in a leadership position made a decision for the group.

Decision # 3: It was the seventh day of the trip and a rest day for the Explorations group. They had to paddle that morning to get back on schedule and after arriving at Jim's Fishing Camp, hiked to Nistowak Falls and back. They were now back in their canoes and paddling side by side.

"Maybe we should camp as far away from this fish camp as possible. Look at all the dead fish and garbage. I don't trust the water quality around here." Many agreed that it would be best to camp as far away as possible. Then one group member disagreed strongly and said that he wanted to camp in the first suitable campsite found. The canoeist said he had paddled enough and needed a rest. A few group members said they were tired and the others did not respond to this. After a short pause, he announced that everyone should start looking for a good campsite, and started to paddle.

This originally appeared to be a consensus decision to paddle far away from the camp, but one member strongly disagreed and then quickly announced the decision before the others could speak further on the topic. This was an example of a minority decision which is sometimes referred to as railroading, when less than half the group make a decision for the group before the other group members can think or discuss possible alternatives.

Decision #4: It was the eighth day of the canoe trip and the Explorations group arrived at the next portage site just as the lightening, thunder, and rain started. The group grabbed the large blue plastic tarp and put it over themselves. After the thunderstorm passed, the group started to portage the gear and a few group members went to scout the short rapid. Two group members said they wanted to paddle it while the others wanted to portage, and not risk a cold, wet swim. Those who wanted to portage did so, and then they waited at the bottom of the rapid for the two canoeists to paddle the rapid.

This was an example in which personal decisions were made when the group decided that each group member make a personal decision. In this situation the rapids were considered safe to paddle and it was the choice of each canoeist to decide whether or not to paddle the rapid or portage. Other situations in which personal decisions were made included activities on rest day and activities around the campsite. In these situations a group decision was not initiated, leaving options for personal choice.

Decision #5: It was the ninth day of the canoe trip, and the group had just paddled twenty-five miles in ten hours. The day before the group paddled through rain and wind which exhausted many of them, and required that they stay up late drying clothes over a campfire. The Explorations group were arriving at Frog Portage, the scheduled campsite location for the day.

"Where should we set up camp tonight?" Two canoeists said they would check at the other end of the portage for a campsite and paddled towards the portage site. Two other canoeists spotted a promising flat site on a spit of land 40 meters from the start of the portage site. They paddled off in that direction to investigate. The other four canoeists rested in their canoes and waited expectantly for the scouts to find a good campsite. This was Canadian Shield country with rocky banks, so it required the canoeists to dock and exit their canoes to investigate a campsite. Those canoeists who had the energy to scout out campsites decided if the site was good or not, and usually by the end of the day, the first good campsite was selected. On that ninth day the first good campsite found was on a spit of land just before the portage site.

"This is a great campsite!" It had a raised campfire which the group later determined was used for drying fish. Those canoeists who waited in their canoes on the lake decided to select the closer location for their campsite, even though the other two scouts had not returned to report what they had found. When they did return, they found that the rest of the group had stated to unload the equipment from the canoes. The two scouts said that they had found a good site at the other end of the portage, they did not want to portage first thing in the morning, and they were frustrated that none of the others wanted to see or hear about what they had found.

This was an example where a majority group decision was made on the trip, when more than half of the group reached a decision without the other members being involved. When those not involved in the decision returned, time was not given to reach a consensus. Another example of an authority rules decision was highlighted in this example. When there was only one scout to check out a campsite, that scout could make an authority decision for the group.

Decision #6: On day ten of the canoe trip, the Explorations group paddled through strong head winds and rain for most of the morning. After a warm lunch, the group paddled toward the entrance of Wood Lake and the group all agreed that they had better wait out the storm and not paddle the large, white capped waves on the lake. The group set up a shelter, started a campfire, and waited.

"Why don't we start a debrief of the trip while we are waiting?" The others huddled around the campfire did not respond to the question and it was dropped.

This was an example of a no response group decision, where a suggestion was made to the group but no one responded, and it was assumed that no one agreed with the suggestion. An example of a consensus decision was also described, when the group decided not to paddle on the stormy lake.

Decision #7: On the eleventh day of the trip the Explorations group encountered strong winds that generated large white-capped waves on the lake. After trying to paddle on the lake for one hour, the group stopped in a cove to rest.

"The wind is getting worse. I don't think it is safe paddling out there." The group discussed this and a few group members did not want to paddle on the lake. The group members all decided that if one person disagreed with paddling in these conditions, then the whole group should not paddle. The group went to shore to wait out the storm.

This provided two examples of group decision-making. First, the group all agreed that if safety was the issue that all the group members had to agree. This decision was a consensus decision. Second, this was an example of a situation in which unanimous consent was needed and everyone had to agree before the decision could be accepted; otherwise it was to be rejected.

In order to discuss the frequency with which the group used different decision-making patterns, the following scale was designed: Most Frequent - Frequent - Less Frequent - Occasional - Situational - None Occurred. The following decision-making patterns were observed on the Churchill River canoe trip:

1. Seven decision-making methods were observed: consensus, majority, minority, authority, no response, unanimous consent, and personal decisions.
2. Group decisions, specifically consensus, majority, minority, no response, and unanimous consent were initiated when a question was asked or a suggestion was stated to

encourage discussion of the topic. With authority rules decisions a question was asked or a suggestion was stated in some situations, while at times the only indication of the decision was given when the decision was acted on.

3. Group decisions were finalized when the choice was announced or acted on, or when there was no further discussion on the topic, as in no response group decisions.

4 Consensus decisions were achieved in situations in which the group members could be gathered together to discuss and make a decision. Consensus decisions also tended to be initiated in situations that did not limit the time, such as around a campfire, at rest stops, or lunch breaks. This was the most frequently used decision-making method on the trip and the group was observed not to have many problems or long delays using this method.

5. Majority decisions were made in situations in which there were: a) opposing views or alternatives voiced and the suggestions made by the majority were accepted, with those opposed not given the time to further discuss the topic; or b) when the majority of the group agreed with the suggestion made and acted on it, even though others may not be present, and when they did return, and were opposed to the decision, they were not given the time to discuss the topic. This decision-making method was used occasionally on the trip and occurred primarily on the trail.

6. Authority rule decisions were made by those group

members who were given, or assumed a leadership position or function such as: the T.A., canoe expert, lead canoe, navigation expert, scouts, sternsperson in a canoe, and cooks. This will be discussed later under leadership patterns. This decision-making method was used frequently on the trip and occurred at the campsite and on the trail.

7. Minority decisions were observed to result when less than half the group members were in one of the following situations: a) when a minority of the group members strongly and quickly pushed their alternative through by the conviction with which they expressed themselves, and b) when a minority of the group members were separated by the group and made a decision on behalf of the group, and acted on it before discussing it with the others. This decision-making method occurred less frequently on the trip and had the tendency to occur while traveling, with those canoes up front making a decision for the group.

8. Decision by unanimous consent was observed in a situation in which there was a safety issue. A few group members expressed their concern for safety and objected to paddling on a stormy lake. This situation was determined to be an all-or-nothing situation.

9. Only one no response decision was noted to occur on the trip and it occurred at the campsite while the whole group was present.

10. Personal decisions occurred in those situations where a group decision was not initiated, or when the group decided

that each group member should make a personal decision. These situations included: to portage a rapid even if others decided it was safe to paddle, when to paddle in the lead and where to paddle in the group, what to put into the canoe; which tent to sleep in, what tasks at camp to perform; what to do on rest day, what to do in the evening after group tasks were all completed, and when to go to sleep.

### Yoho Ski Trip

Decision #1: The Explorations group spent the first day of the ski trip the Explorations group driving to the Rocky Mountains. After dinner that night, the group enjoyed a leisurely evening in the dining area of the youth hostel.

"What time do you think we should get up tomorrow morning?" The group discussed a few possibilities, and someone suggested that only the departure time be set and everyone determine for themselves what time they needed to get up. The group agreed to be ready to depart at eight in the morning. Two group members volunteered to cook breakfast and said they would be up around 0600 hours. One group member had left the cabin before this discussion, and returned shortly after the decision was arrived at. She was asked if the time was agreeable to her and she agreed with it.

This was an example of a consensus decision made on the trip, with all members involved and agreeable to the final decision.

Decision #2: It was day two of the cross-country ski tour into Yoho Valley. The group skied 15 kilometers in 6 1/2 hours on a gradual and well marked trail to the scheduled campsite location, the picnic shelter at Takakkaw Falls. The packs were heavy and some complained of aching shoulders and backs by the end of the day. The group had arrived at the cook shelter, started a fire in the wood burning stove, and were heating up the premade stew for dinner.

"Who is sleeping in the cook shelter?" It had been planned for some to sleep in the cook shelter while some wanted to make snow shelters for the night. Two group members decided to build a snow shelter. These two selected a good site and proceeded to start digging, while the others decided to sleep on the picnic tables.

This was an example of in which personal decisions were made on the trip and individuals decided for themselves where to sleep that night. Some group members had an individual objective for the trip to make snow shelters and they took advantage of it on the one night of the trip they slept outdoors.

Decision #3: It was the morning of the third day of the trip and two group members were ready to depart about one hour before the other group members were ready.

"Are we going to split into a buddy system today?" Everyone was packing in the picnic shelter and could hear the question but no one responded to it. They asked twice more and the T.A. finally responded that maybe it would be best to stay together until the group reached the area where it was indicated that the trail was hard to find. The other group members did not want to talk about it.

This was an example of a no response group decision, or plop. The group, by not responding, avoided discussion of a issue.

Decision #4: It was day three of the Yoho ski trip and the Explorations group had a hard ski, as they traveled 10 km in five hours with an 1800 foot elevation gain, of which 900 feet was gained in one kilometer. The group had traveled most of the day with great distances between skiers, up to fifteen minutes apart. At 1230 the first four group members arrived at Laughing Falls, which were at the start of the switchbacks.

"Maybe we should stop for lunch? The others are quite a ways back." The two lead skiers were the only ones in the group who did not have skins to put on their skis to help them walk up the steep switchbacks. They did not want to stop, but wished to start the switchbacks as soon as they could, for the others with skins could catch up and pass them in no time. They also did not want to do the climb on full stomachs and suggested the group stop after they finished the switchbacks. The two lead skiers departed up the switchbacks while the other two waited for the rest of the group members to arrive.

This was an example of a minority decision made on the trip with those skiers in front deciding when the group should have lunch. Because the two were in the lead they were also in a position to make that decision, as they were setting the pace and also had the authority to be, to a greater degree, involved in making that decision.

Decision #5: The fourth day of the Yoho ski trip was the rest day for the Explorations group, and it was also Valentine's Day. Everyone made personal decisions as to what they did. There was a trip planning meeting held for the Wilmore trip in the afternoon and they were able to make the following decisions by consensus: take light weight four-man tent and not heavy canvas wall tents; wait until the next meeting to finalize the route as the group wished to wait for the absent group member to be present; and set a date and time for the next meeting. The group members shared their individual objectives for the Wilmore trip and discussed what the group would do if there were poor snow conditions when they arrived at Wilmore. There were a few who wanted to change the location while others wanted to complete the trip no matter what, by adapting to whatever the conditions were. The group was not able to make a final decision on this last topic.

This example showed that the group was able to make consensus decisions effectively in most situations, but when the topics created a polarization, the group dropped the subject and left the decision unresolved.

Decision #6: It was a rest day, the fourth day of the trip, and the cook for breakfast had not been advised as to when to have breakfast ready. She woke up and made breakfast, then woke everyone up when it was ready.

This was an example of an authority rules decision, where the cook, in a leadership position, decided when to make breakfast for the group and when to get up the group up.

A scale was designed to provide an indication of the frequency with which the decision-making methods were used: Most Frequent - Frequent - Less Frequent - Occasional - None Occurred. The following decision-making patterns were observed on the Yoho ski trip:

1. The decision-making methods used on the trip were: consensus, minority, authority, no response, personal decision, and lack of decision.
2. Personal decisions were made frequently on the trip because of the rest day and an emphasis on individual objectives, and they were observed at the campsite and on the trail.
3. Group decisions were made less frequently on this trip as the group was able to make many of the group decisions before the trip, and there were no changes to the schedule. Some group decision topics were: where to stop for lunch, what time to depart in the morning; where to sleep; and plans for the Wilmore trip.
4. Consensus decisions were made effectively on the trip.

They were observed to occur frequently at the campsite.

5. A lack of decision occurred when the group was not able to resolve an issue because of polarization in the group. The topic was dropped from the discussion with no mention of further discussions.

6. Authority decisions were observed less frequently as there was a tendency for some group members not to assume leadership positions. These decisions took place at the campsite and on the trail.

7. A no response decision or plop was observed in only one situation, while the group was at the campsite.

8. Minority decisions tended to occur when the group was spread out along the trail, when those in the front discussed and made a decision for the group. The most common topic was when to stop for lunch. This decision-making method was used occasionally on the trip.

9. No majority decisions were observed.

Wilmore Ski Trip

Decision #1: On day two of the Wilmore ski trip the Explorations group was following a packed and icy snowmobile trail. They hiked 12 km in seven hours with their skis carried in their backpacks or on a toboggan. The weather was spectacular with a temperature high of +7 degrees C., with clear blue skies. The skiers were traveling much faster than those pulling toboggans, and at 1155 hours the lead skier stopped and waited for everyone to catch up. Backpacks were off and water bottles were passed around as four of the skiers waited for the other group members to arrive. When they arrived, they sat on the toboggans and got out their water.

"Is anyone hungry yet?" One other member heartily said yes, and another said he was a bit hungry. The very hungry skier then announced that it was time for lunch, and asked who had the lunch in his toboggan.

This was an example of a minority decision made on the trip, when less than half the group decided in favor of one suggestion and hurried the decision through without involving the others.

Decision #2: On the third day, the group left the icy packed trail and started to follow the Berland River where there was no trail marked or broken. It was slow and hard work for those up front who broke trail and made route selection decisions. The toboggans were at the back, as they hauled the heavy loads through deep, wet snow. The weather was incredibly warm with a high of +10 degrees C.. The group had to scout for a river crossing at 1415 hours and at 1450 hours the Explorations group had arrived at another stretch of open river. As the group looked east and west, no ice bridges could be found. The lead skier yelled back to the toboggans to stop and wait while the skiers up front scouted down both sides of the river, three scouts in one direction and two in the other. They returned to discuss what they found.

"The east bank is no good for the toboggans. What is it like on the west bank?" The scouts all gathered around, and another scout responded that there was a frozen creek bed that looked good. "Good, let's go that way", said the original speaker. Only two members had spoken before a decision was reached. Then two other group members asked if the group should all get together to decide. Another group member agreed. Two of the skiers went to get those pulling the toboggans, but instead of bringing them over to make a decision they were directed to the west bank. "Aren't we going to make a group decision?" One of the scouts involved in the original decision said it was quite obvious what the answer would be, and headed toward the west bank.

This was an another example of a minority decision made on the trip in which the scouts tended to be involved in the route selection decisions and did not involve the other group members. This example also marked the first time any group member questioned how decisions should be made on the trip. The pattern for those scouting was to make minority or authority decisions on route selection, and some group members questioned this practice.

Decision #3: It was day four of the Wilmore ski trip and the Explorations group had another slow day breaking trail, scouting, and hauling the toboggan through deep snow. They managed to ski 5 km in 6 1/2 hours. The weather was warm with a temperature high of +5 degrees C.. The group had to build a bridge to cross the river and they had just crossed over.

"Why don't we stop for lunch? It's almost noon." Many of the other group members were hungry after all that hard work building the bridge. All the group members agreed, so someone started to look for the lunch in the toboggans. "It's quite windy, why don't we go back across the bridge and eat in the shelter of the trees?" "Good idea." Two group members disagreed but the rest of the group started across the bridge.

This provided two examples of group decision-making methods used on the trip. The first example described a consensus decision where all group members were present and in agreement. The second decision was an example of a majority decision made on the trip. More than half of the group was in agreement, but when they started to act on what they thought was a consensus, two group members tried to disagree with the suggestion. Time was not given to discuss their disagreement.

Decision #4: On the fifth day of the trip the Explorations group traveled 5 1/2 km in mild +8 degrees C. weather. After lunch one of the more experienced group members took the lead. He followed the icy river, then when he spotted a trail he decided to follow it. Those behind followed his lead.

This was an example of an authority decision made by the lead skier without consultation with any of the other skiers.

Decision #5: It was day six of the cross country ski trip in Wilmore Wilderness Park. The weather was cooler, with a recorded high of -2 degrees C., and it was overcast with gusts of wind from the south. They traveled on the frozen river bed which provided a better route for pulling the two toboggans. The group skied 5 km in five hours. The group was two days behind schedule in reaching base camp, where they hoped to spend one day of rest. Then the group planned to split up into two groups to explore smaller routes in the area for six days before rejoining for a final day ski to a waiting van. The group was not rushing to get back on schedule, and they had not decided how they where going to plan the last half of the trip. The group had just reached the area designated for the base camp.

Three of the skiers went to scout, for what, the other skiers did not know, so they took off their packs and waited for them to return. While waiting, one of the skiers asked, "Why don't we camp right here close to the water?" Three of the group members had talked about having a sponge bath and washing their hair at base camp. Another skier replied that there were no trees for protection. Two of the scouts returned and said that the other scout had found the trail and a campsite. Off the group went to follow the tracks left in the snow. The tracks left the river, going up a steep hill, eventually increasing elevation by 800 feet. Some group members had trouble with the wax on their skis not gripping the snow, and those pulling toboggans had a terrible time with the heavy loads. "Why are we going away from the river?", yelled out one skier. No one answered this question. Everyone followed the tracks of the lead skier.

This was an example of, first, a no response decision to a question from a group member, and second, an authority rules decision, where the lead skier made the decision to travel out of the river valley without involving the others in the decision.

Decision # 6: In continuation of the situation described in decision #5, the group finally all gathered together near the top of the pass, as they just skied up out of the valley. One group members gave sneering looks to those who did not help bring the toboggans up, and he even remarked, " Lazy bastards!" It was very apparent that some group members were upset. After everyone arrived, one group member asked the group some questions: "Where do we set up base camp?" "Should we set up base camp and continue the ski to Eagles Nest Pass, or split up into two groups as planned?" No one responded, but finally someone else started to discuss the alternatives, followed by three other members. Three group members were not involved in the conversation. "Do we want a rest day?" When it became obvious that the group was not going to reach a consensus decision, mainly due to lack of involvement by some members, the skier that led the group up the hill suggested that the group ski ahead to find a campsite and continue the discussion with dinner. The group had been stopped for forty minutes and many of the skiers were cold. Everyone agreed to this suggestion, so the group loaded on the packs and continued on the trail looking for a campsite.

This provided an example of three decision methods used on the trip. First, there was a no response decision to the questions originally asked of the group, and this resulted in, secondly, a lack of decision for some topics. Third, the suggestion to go find a campsite was met with full agreement, and the group was able to make a consensus decision.

Decision #7: When the group found a campsite on the sixth day they all worked to set up tents, collect wood and water, and prepared dinner. The conversation which started on the trail resumed. One group member suggested that the group divide up into two groups to discuss and decide on an alternative for the remainder of the trip, then as a large group to coordinated the decisions.

This was an example of a new pattern of consensus decision-making made on the trip. The groups decided to divide into their two small groups for the next four days after spending the seventh day as a rest day.

Decision #8: It was the seventh day of the trip and the group members spent the day doing whatever their hearts desired. Some spent the day alone, others went on hikes, and one small group had to prepare to depart on a ski trip for the next day. The group had to make a few decisions so one group member called everyone over. The two decisions were: first, to pick and date, time, and place for the two groups to meet up again; and, second, how would the group equipment be divided? Three group members took out maps and started to look at them to resolve the first task, and three others went to look at the equipment to determine how best to split it up. Both groups presented their suggestions and everyone agreed.

This provided two examples of decision-making methods used on the trip. First, the rest day was a day for group members to make personal decisions on what to do. Second, the group had found that if fewer group members were involved in decision making it moved much faster, and then they presented the ideas to the group for a consensus decision. Everyone seemed pleased with how effectively this pattern of reaching a consensus worked. Some group members were not successfully communicating with one another, and if these group members were separated, the group decision-making appeared to function more effectively.

In order to discuss the frequency with which the group used the different decision-making patterns the following scale was designed: Most Frequent - Frequent - Less Frequent - Occasional - Situational - None Occurred. The decision-making patterns observed on the Wilmore ski trip are summarized below.

1. The following decision-making methods were used by the Explorations group: consensus, minority, majority, no response, authority, personal decisions, and lack of decision.

2. A new pattern for making a consensus decision was observed. The original pattern involved the whole group discussing and arriving at a shared decision. If one or more group members were not present, they were later asked for their response. With the new pattern, the group delegated the task to a small group who reported back with their recommendation, and asked the whole group for approval. This was found to be effective at a time when communication problems between different group members existed.

3. The group was found to make consensus decisions effectively while at the campsite, and this method was used most frequently compared to the other decision-making

methods.

4. The group was unable to make a consensus decision on one occasion, where a lack of decision resulted.

5. Conflicts within the group, for example the role of the lead skier and T.A., different expectations of the Explorations program, and issues between individuals, negatively affected group communication and the ability of the group to make consensus decisions.

6. Consensus decision-making was found to be faster in smaller groups.

7. Minority decisions were observed when the group was travelling, and were particularly used by the scouts who made route selection decisions. Eventually group members started to question the minority decisions and tried to initiate consensus decision-making. After this, those who took the lead were found to involve more group members in the selection decision-making. Minority decision-making occurred less frequently, and only when the group was on the trail.

8. Majority decisions were found to occur less frequently than consensus, authority, and minority decisions. The tendency was for majority decision to take place on the trail, as some lead skiers were found to make a greater effort to involve the majority of skiers in decision-making.

9. Authority decisions were made frequently throughout the trip by those in the front of the group assuming lead skier

and scout leadership positions, and those who took on leadership functions such as the cooks.

10. A no response decision occurred occasionally on the trail.

Howes Snowshoe Trip

Decision #1: It was the second day of the trip into Howes Pass, with the first day used to travel by vehicle to the start of the trail. The group members did not need to use their snowshoes that day as they traveled by way of the hard packed ice on the river. They traveled 9 km in six hours in mild +5 degrees C. weather. The Explorations group set out at 1030 hours with Jill in the lead and shortly after were stopped by the open river where Mystia Creek joined with the Howes River. Those up front looked at their map and discussed their location and some route selection possibilities. Ted and Tammy departed and went to scout further up the creek. The group was positioned in a long line of toboggans. When the scouts returned they talked with the hikers in the front.

"There are no ice bridges in sight," said the scouts. They recommended that the group go back and cross to the other side of the river to miss that section of open water. Those four group members in the lead announced to the rest of the group that they decided to back track and travel on the other side of the river.

This was an example of a minority decision, where the group was spread out in a line and the decision was made by less then half of the group in the front.

Decision #2: There was one group member who took the lead position for much of the time on the second day of the Howes trip. She was observed to ask the group questions related to route selection, how they were doing, when to depart on rest stops, and when to have lunch. The group members traveling up front with her were observed to ask questions and make suggestions on route selection, particularly a few group members who wanted to find the trail. One group member then asked the lead person where the group was located on the map.

The lead person stopped, turned around and asked this question, "Do you think we should go and try to find the trail?" No one responded to the question, and after a short hesitation another member mentioned that there was still no sight of Ted, who had gone back to his truck to get his shorts. The question was dropped, and the group discussed their exact location on the map.

This was an example of a no response decision, in which there was only a statement made from one group member, while the others did not want to respond verbally.

Decision #3: It was 1537 hours on the second day of the Howes trip and the group arrived at open water. The two group members in the lead went to scout for an alternate route and were gone for thirteen minutes. Meanwhile those at the river's edge had discussed the options and many wanted the experience of crossing the river in bare feet. When the scouts returned, one scout recommended that the group travel around the open river section to the far river valley bank.

After further discussion, one group member asked this question, "Who wants to cross the river?" Six group members replied they wanted to and three group members chose to go around. The group would meet up on the other side.

This was an example of a situation in which the group members made personal decisions on route selection and showed that the choice to scout or not was a personal decision. Personal decisions were found to occur also on rest day.

Decision #4: Two group members in the lead stopped and left a toboggan and a backpack to go scout for a campsite. Other group members, when they arrived, went out to scout for a campsite as well. When the scouting groups, returned they suggested two locations, but someone from each scouting group found fault in the other campsite suggested, and each group thought their suggested site was good. So scouts went forth to look for other sites.

One group member suggested that those waiting start to look for dead trees for the frame of the wall tent. While searching for dead trees, one group member suggested a campsite location. After some discussion, the group agreed with the suggestion. This decision took the group forty minutes, with much of the time spent scouting.

This was an example of a consensus decision that was hampered by a polarization between two opposing views. The group resolved this conflict by looking for an alternate site that everyone could agree with. This was the only situation on the trip when the group had difficulties with consensus decision-making.

Decision #5: On the third day of the Howes snowshoe trip the morning was cool with the sky overcast and a chilling wind out of the north . Almost everyone was ready to go, but two group members were still loading and tying equipment onto the toboggans. The person at the head of the trail gave up waiting.

"I'm really cold. I have to get moving." Those group members waiting, chose to follow the lead. The two group members not ready to go would depart thirty minutes later, separating the group into two small groups.

This was an example of an authority rules decision made by the person in the lead position. She did not discuss departure with the other group members, and did not know how long the others would take before they would be ready to depart. The cold environmental conditions were considered to be a major factor affecting this decision.

Decision #6: Later on the third day, the sky cleared and the sun warmed up the hikers as they traveled across a wide expanse of ice on the river flats. No one person was in the lead, but five group members walked side by side. It was 1226 hours.

"Do you think we should stop for lunch soon?" The group members agreed and then someone suggested a location. They all agreed with the site and walked in that direction.

This was an example of a majority decision, with more than half the group involved in a decision that was made on behalf of the group, and with the other group members not involved. No one objected when they arrived at the site and were told it was time for lunch.

Decision #7: It was 1657 hours, on the third day of the trip, when the group stopped to put on their snowshoes. The group was in the area marked for the base camp. Once the group members had their snowshoes on, they headed out to look for the trail and a good campsite.

"The warden said there was a good campsite around here somewhere." This group member went to scout the hillside on the east side of the river, and two other group members scouted the west bank of the river. They all returned shortly after and said they had found a good campsite. One of the other group members suggested that each of the scouts go look at the other site, then return and decide. They did this and some of the other group members went to scout. When they returned, the group quickly decided the west campsite was better, because it was easily accessible for the toboggans.

This was another example of a consensus group decision made on the trip, where there was an initial polarization but it was resolved effectively. This decision only took twenty minutes to finalize and the group was observed to be openly communicating with one another.

Decision #8: On the fourth day the Explorations group enjoyed a rest day. As on other rest days, the group members spent the day working on individual objectives and resting. A few group functions occurred, such as meals, history presentations, trip debriefing, and evening campfire. The movement from one activity to another flowed together, with the group not observed to discuss or schedule the group activities. The evening before, the group had decided to have lunch at Howes Pass, but the day did not flow to include that decision. All appeared to function interdependently with one another, but with a strong sense from everyone when some activity should take place. This required someone to gauge the group and make a decision. For example, everyone was sitting out by the river and at 1230 hours one group member went and made lunch for everyone without a word to anyone. A similar example occurred at the evening campfire when someone just started the evening debriefing by sharing how they felt that day. Others then shared their experiences.

This provided two examples of decision-making methods observed on the trip. First, personal decisions were made selecting activities on the rest day. Second, authority decisions were made by those who initiated a group activity. The Explorations group was functioning in an manner that did not necessitate much verbal communication to coordinate group functions. There was a relaxed, calm, and trusting mood in the group.

In order to discuss the frequency with which the Explorations group used the different decision-making patterns, the following scale was designed: Most Frequent - Frequent - Less Frequent - Occasional - Situational - None Occurred. Listed below were the decision-making patterns observed on the Howes snowshoe trip:

1. The following decision-making methods were used by the group: consensus, authority, minority, majority, minority, no response, and personal decisions.

2. The Explorations group was able to resolve polarizations in the group and make consensus decisions. Two patterns were noted to accomplish this. First, once the polarization resulted, the group instantly looked for a different alternative and dropped the alternatives that were in contention. Second, those who suggested two different alternatives were asked to go look at them both closely and then discuss the merits of both before any decision was made. Both of these patterns were observed when the group was attempting to select a campsite by consensus.

3. The effectiveness of consensus decision-making decreased on the first day when the group had unresolved concerns and differences between some group members. An increase in consensus decision-making effectiveness was

noted on those days that had few concerns or complaints voiced during the evening debriefing. Unresolved concerns and differences between group members generated distrust and poor communication in the group, what the author described as a negative group mood. Many of the conflict issues were resolved at the first debriefing, so for the remainder of the trip, the group mood was positive and consensus decision-making was more effective.

4. Consensus decisions were most frequently made by the group at the campsite and occasionally on the trail. The effectiveness of making consensus decisions on the trail was due to the group not being pushed to keep on schedule, and the choice of the lead person to involve the group in route selection decisions.

5. Majority and minority decisions occurred occasionally on the trail, a decrease when compared to other trips. Reasons for this decrease included: consensus decision-making was more effectively used on the trail; personal decisions on route selection were possible with the open terrain; and the lead person was observed to make authority decisions more frequently.

6. The lead person was observed at times to involve other group members in route selection decisions before making a final authority decision.

7. Occasionally no response decisions or 'plops' were observed on the trail where others listening avoided further discussion of the topic. At the evening

debriefing, these topics where brought up, discussed, and resolved, which did not happen on the other trips.

8. / Authority decisions were more frequent made on this trip. Established group norms (pattern and order) and increased trust in the group reduced the need for group decision-making.

9. Personal decision were also more frequent on this trip, with the laid back pace creating more freedom for the group members to make personal decisions.

### TABLE I: SUMMARY OF DECISION-MAKING PATTERNS FOR ALL FOUR TRIPS

| DECISION-MAKING PATTERN | LOCATION AND FREQUENCY OF DECISIONS | | | |
|---|---|---|---|---|
| | TRIP #1 | TRIP #2 | TRIP #3 | TRIP #4 |
| CONSENSUS | CAMPSITES & TRAIL (MOST FREQUENT) | CAMPSITES (FREQUENT) | CAMPSITES (MOST FREQUENT) | CAMPSITES & TRAILS (MOST FR) |
| MAJORITY | TRAIL (OCCASIONALLY) | TRAIL (NONE) | TRAIL (LESS FREQUENT) | TRAIL (OCCAS.) |
| MINORITY | TRAIL (LESS FREQUENT) | TRAIL (OCCASIONAL) | TRAIL (FREQUENT) | TRAIL (OCCASIONAL) |
| AUTHORITY | CAMPSITE & TRAIL (FREQUENT) | CAMPSITE & TRAIL (LESS FREQUENT) | CAMPSITE & TRAIL (FREQUENT) | CAMPSITE & TRAIL (MORE FREQUENT) |
| NO RESPONSE | CAMPSITE (SITUATIONAL) | CAMPSITE (SITUATIONAL) | TRAIL (OCCASIONAL) | TRAIL (OCCASIONAL) |
| UNANIMOUS CONSENT | TRAIL (SITUATIONAL) | NONE | NONE | NONE |
| PERSONAL DECISION | CAMPSITE & TRAIL (FREQUENT) | CAMPSITE & TRAIL (FREQUENT) | CAMPSITE & TRAIL (FREQUENT) | CAMPSITE & TRAIL (MORE FREQUENT) |
| LACK OF DECISION | NONE | CAMPSITE (SITUATIONAL) | CAMPSITE (SITUATIONAL) | NONE |

TABLE II: FACTORS INHIBITING AND PROMOTING DECISION-MAKING PATTERNS

| FACTORS INHIBITING | FACTORS PROMOTING |
|---|---|
| CONSENSUS DECISION-MAKING: | |
| -LACK OF TIME | -TIME NOT LIMITED |
| -LEADERSHIP ROLES | -SHARED RESPONSIBILITY |
| -LACK OF TRUST | -GROUP TRUST |
| -POOR COMMUNICATION | -GOOD COMMUNICATION |
| -ENVIRONMENTAL LIMITATIONS | -ENVIRONMENTAL LIMITATIONS |
| -LARGE GROUP | -SMALL GROUP |
| -POLARIZATION ON TOPIC | -NO POLARIZATION ON TOPIC |
| -ALL GROUP MEMBERS NOT PRESENT | -ALL GROUP MEMBERS PRESENT |
| AUTHORITY DECISION-MAKING: | |
| -DESIRE GROUP DECISION | -LEADERSHIP FUNCTIONS AND POSITIONS |
| MAJORITY DECISION-MAKING: | |
| -CONSENSUS DESIRED<br>-ALL GROUP MEMBERS PRESENT<br>-LESS THAN HALF PRESENT<br>-STRONG VOICE OF MINORITY | -LACK OF TIME FOR CONSENSUS<br>-MORE THAN HALF GROUP MEMBERS PRESENT, NOT ALL<br>-WEAK VOICE OF MINORITY |
| MINORITY DECISION-MAKING: | |
| -CONSENSUS DESIRED<br>-ALL GROUP MEMBERS PRESENT<br>-TIME NOT LIMITED | -STRONG VOICE OF LESS THAN HALF OF GROUP<br>-LACK OF TIME<br>-LESS THAN HALF GROUP MEMBERS PRESENT<br>-AVOIDANCE OF GROUP DECISION |
| NO RESPONSE DECISION: | |
| -HIGH COMMITMENT TO STATEMENT<br>-BRAINSTORMING TECHNIQUES | -LOW COMMITMENT<br>-POOR COMMUNICATION<br>-LACK OF TIME<br>-AVOIDANCE OF GROUP DECISION |
| LACK OF GROUP DECISION: | |
| -NO POLARIZATION IN GROUP | -POLARIZATION IN GROUP |
| PERSONAL DECISION: | |
| -DESIRE GROUP DECISION<br>-VERY STRUCTURED TRIP | -INDIVIDUAL RESPONSIBILITY<br>-LESS STRUCTURED TRIP<br>-GROUP DECISION NOT INITIATED |
| UNANIMOUS CONSENT: | |
| -OTHER DECISION METHOD DESIRED | -SAFETY ISSUE |

## LEADERSHIP PATTERNS

### Emerging Leadership

The Explorations group members were responsible for determining how the group would function or operate, and specifically to what extent they structured or standardized the functions of leadership in the group. Group decision-making was one of the methods used to determine how the group functioned.

During pretrip planning, the Explorations group discussed and attempted to make a decision on how those in a leadership position would function while on the trips, particularly the graduate student (T.A.) and lead person. The group became polarized on both issues and they were unable to make a consensus decision; this resulted in a lack of decision.

The T.A. was assigned, by the university, veto power on those group decisions that could potentially injure or take the life of a group member. This was to be used only as a last resort.

How the T.A. would function in the group was discussed and three alternatives were determined. (1) The T.A. could be accepted as a regular group member sharing all the decisions and day to day tasks of the group. (2) The T.A. could function on the periphery of the group, connected but a separate part of the group. This would differentiate the T.A. as having different functions from the other group members, with minimal involvement in group decision-making and group tasks. (3) The T.A. could function as a separate group member following along, but an independent and self sufficient entity. The group was polarized between the T.A. as a group member and T.A. as a a periphery member. The T.A. announced that she would function using all the alternatives based on the needs of the group and the individual group members.

How the leadership (i.e. lead person) would function in the group was not standardized through the group decision-making process. Some group members were in opposition to assigned leadership, for example, leader of the day, and others preferred to have leadership assigned. This polarization was not resolved.

By virtue of not deciding to standardize or structure how leadership would function on the trips an emerging leadership process resulted.

## The Process of Leadership

Leadership was defined as the process of creating and maintaining pattern and order in the living system or group. It was generally the expectation of the Explorations group to establish pattern and order that every member could agree with, demonstrated by the choice of a consensus decision-making method. An example from a trip also demonstrated this. At one point on the canoe trip, two group members travelled off to the side of the group. Those group members who chose to follow directly behind the lead person questioned these canoeists and asked them to follow directly behind. It is this expectation to mutually develop pattern and order that creates the dynamics of leader and follower behavior.

Leader behavior and follower behavior are the two major parts of the leadership process, with the leader behavior related to creating pattern and order in a group, and follower behavior related to maintaining the pattern and order in the group. When taking the example of the 'lead skier', this person created pattern and order by setting a pace, which determined, to a greater degree, the distance between the other skiers. This pattern was maintained only when the followers or 'skiers' chose to follow. When one of the 'skiers' decided to stop to wax their skis, this skier created a new pattern. The other group members chose to stop, with some of them also choosing to wax their skis. The nature of the cooperative, egalitarian group under study required that each group member flow from leader to follower as the group evolved and the pattern and order became more established.

It was the interdependence between the leader and follower behavior, reacting positively or negatively to shape behaviors in the group, that established the accepted pattern and order in the group. Once pattern and order were established, the group members maintained this pattern by each group member re-creating the pattern. The person in an established lead position would be more of a follower for he/she would be required to maintained the pattern established. This demonstrates the interdependence of both leader behavior and follower behavior in groups, with the process of leadership involving the dynamics of both interchangably, to create and maintain pattern and order.

The leadership patterns described below do not differentiate between follower and leader behavior, but are listed to reflect the pattern and order that evolved in the Explorations group.

## Description of the Leadership Patterns

The leadership patterns observed changed relative to a time-line, and more specifically, relative to group functions and location.

Leadership patterns were those leadership behaviors that were repeatedly observed of a group member(s), in a specific place, and involved in a specific activity. Leadership was defined as the process that creates and maintains pattern and order in a system, and the leader was determined by the position in the system, or by the assumed responsibilities for group functions. For example, the 'lead skier' was a leadership pattern determined by the position in the group; and the 'cook' was a leadership pattern determined by the function in the group.

The group functions were divided into the two broad behavioral dimensions of tasks and maintenance. Task referred to those behaviors directed toward the prime goals and objectives of the group. Maintenance leadership behaviors were directed to maintaining the effective functioning of the group, with concerns for communication, team work, and group trust.

Leadership patterns changed relative to a time-line, which was divided into 'pretrip', 'trip', and 'post trip'. Pretrip was defined as the time the group worked in preparation for the trip, including transportation to the trail. The time-line for the trip began at the start of the trail and ended once the group finished the route or trail. Post trip was the time interval that included transportation from the trail, clean up, and trip debriefings.

The leadership patterns listed were given names by the author, and all exceptions, where the group assigned a name to a leadership pattern, were marked with parentheses for the first time listed only (i.e. 'sweep'). The low number of names or titles assigned by group members is believed, by the author, to be a reflection of the emerging leadership process adopted by the group.

'Pretrip' was a time when the group performed the group functions of training, planning, and traveling to the trail or start of the trip route.

Training for the trips involved attending courses at the Blue Lake Center and attending a course on communication and interpersonal skills. The training at the Blue Lake Center took place in the interval between the first and second trip and focused on preparation for winter travel. The communication and interpersonal skills training took place during the pretrip and post trip intervals between each of the Explorations trips.

Planning occurred during scheduled meetings that brought all the members together to design and schedule the trips, and divide the pretrip tasks for group members to select and perform. By the selection of the tasks, group members became the coordinators of that task for the remaining time-line of that specific trip. The following leadership patterns were observed, relative to the tasks selected by group members during pretrip planning; transportation coordinator, accommodations coordinator, menu and food preparation coordinator, safety and emergency procedures coordinator, and historian. Two group members assumed a responsibility for group maintenance (promote group communication/trip debriefings/team work) during pretrip planning, but this was not listed as a task to volunteer for. They mentioned that they would promote and initiate activities related to group maintenance; therefore they were given the name, group maintenance coordinators.

The leadership patterns observed during the time when the group traveled by vehicle to the start of the trail included: 'driver', 'T.A.', navigator, safety and emergency coordinator, transportation coordinator, accommodations coordinator, and group maintenance coordinator.

The driver was in a leadership position by virtue of his/her position in the driver seat, with standardized responsibilities as prescribed by the law. The group member to emerge into this position was either the owner of the vehicle, transportation coordinator, 'shuttle diver', or the first group member to sit in the seat. The driver assumed the task and responsibilities of safely driving the vehicle and the passengers toward a predetermined destination. The driver, to a greater degree, determined where to stop for gas, where to stop to eat, where to park the vehicle, what route to travel, and what speed to travel.

The navigator had the leadership position (passenger's seat) and task to assist the driver by reading the map and communicating information and instructions to the driver related to route selection, location, and distance traveled.

The T.A. held a leadership position, with the task to keep in touch with the driver and navigator to ensure the safety of the group while traveling in the vehicle.

The safety and emergency coordinator performed the following tasks on the day of departure: drop off a contact list and route card for the professor supervising the Explorations program; and arrange for emergency help by registering the group with agencies (i.e. R.C.M.P. and Wardens office) in the local area of the trip.

The transportation coordinator performed the following duties on the day of departure: pick up and coordinate the use of the rented van when used on a trip; and coordinate shuttle drivers.

The group maintenance leadership patterns emerged when a group member initiated group decision-making or group discussions, took a stand (i.e. someone driving to fast), sharing, joked and was playfull, and made perception checks. All of these leadership patterns are discussed below.

The leadership patterns, observed during the 'trip', changed relative to whether the group was on the 'trail' or at the 'campsite'. The leadership patterns for both locations will be listed. Descriptions of the leadership patterns were provided only for those leadership behaviors observed on the trail, with the leadership patterns observed at the campsite only listed. There was considerable overlap, so most of the leadership patterns noted below are described.

The campsite was the location where the wilderness travelers stopped for the evening to perform many group functions. The group tasks performed at the campsite included: set up a shelter to sleep in; prepare, eat, and clean up after dinner and breakfast meals; scouting trail for next day; start a campfire as a source of heat for when the sun set; camp organization (i.e. placement of latrine, campfire, and tents, and scheduling of events); rest and sleep; and preparation to depart. The group maintenance functions observed at the campsite included: group discussions, group debriefings, celebrations, and group activities.

The group decided on the first trip to limit the amount of structure created for campsite functions. The amount of structure varied from the first trip when the group decided to have two cooks for each day. The group members volunteered for their share of the cooking. On the three winter trips no group decisions were made to organize the campsite functions, with only the expectation that all group members share the tasks.

There were many leadership patterns observed to emerge from the task and maintenance group functions that took place in the campsite. Some of the leadership patterns were shared by all the group members. Other leadership patterns were observed to be selected by one or two group members, with the leadership pattern having the title - coordinator or expert on the end. The term expert implied that the group member(s) shared their knowledge and expertise, with this knowledge used to create pattern and order for the group.

The leadership patterns observed around the campsite related to pretrip planning included: menu and food preparation coordinator; group equipment coordinator; route planning coordinator; historian; and group maintenance coordinator.

The leadership patterns observed to be related to group tasks at the campsite included: 'scout'; 'cooks'; fire builders; shelter builders; dish washers; fire building expert; saw use expert; canoe expert; cooking expert;

shelter building expert; astronomy expert; radio expert; snowshoe expert; cross country ski expert; navigation expert; natural history expert; fishing expert; environmental concerns expert; and weather expert.

The leadership patterns observed at the campsite that were related to group maintenance included initiation of group activities, discussions, debriefing and decision-making, perception checks, sharing, joking and playfullness, giving and receiving feedback, and taking a stand. To initiate a task or group maintenance function was to be a part of creating and maintaining pattern and order in the group.

There was an expectation that the tasks be shared equally among group members so that everyone could develop an expertise in all areas of camp life. Some group members promoted this idea, but it was observed that those with an expertise or preference in a task tended to perform the task more than other tasks. It was also noted that some tasks were performed more by one gender. For example, males tended to build and extinguish the campfire and build shelters using the tarp; and females tended to initiate group discussions and decision-making, clean up and cook.

There was also the tendency for some group members to perform more tasks than others. This was observed particularly in the morning when some members were described as ‘slow movers’ and others as ‘morning people’. Also there were ‘evening people’ that stayed up later than most of the group and performed many of the evening tasks. There also were ‘high energy people’ and ‘low energy people’. The high energy group members were constantly on the go and completed more group tasks than the low energy people who moved slower and performed fewer tasks around camp. The conflict that developed due to these differences was highlighted on the eleventh day of the Wilmore trip during an evening discussion. The high energy group members were believed to be in competition with one another as to who could do the most. The low energy group members were believed to be lazy, avoided work, and were irresponsible as they would leave tasks not completed (i.e. dishes overnight). This indicated that there was a tendency for the high energy people and morning people to initiate and assume more of the leadership functions around the campsite then the low energy people and slow movers.

The term ‘trail’ refers to the scheduled trip route, where many group functions were observed. The following group tasks were identified on the trail: travel from point A to point B, lunch, ‘navigation’, historical presentations, ‘route selection’, ‘campsite selection’, safety, and group organization (route schedule; pace; rest stops; lunch stop, and group formation on trail). The group maintenance functions of the group on the trail included initiating group decision-making, discussions, and activities.

Many leadership patterns emerged and evolved from the group functions on the trail. The leadership patterns observed on the trail that related to pretrip planning included: route planning coordinator, historian, and menu and food preparation coordinator.

Those leadership patterns related to group tasks on the trail included: 'scout', navigation expert, canoe expert, snowshoe expert, cross country ski expert, natural history expert, weather expert, avalanche expert, and photographer.

The leadership patterns observed on the trail related to group maintenance included: initiation of group decision-making, discussions, and activities; sharing; perception checks; giving and receiving feedback; taking a stand; and initiating playfullness and joking.

Lastly, the leadership patterns observed on the trail related to position in the group included lead person, sweep, and T.A..

A brief description of each leadership pattern listed will follow.

The route planning coordinators (two or three group members) worked with all the group members to design the trip. When the route was determined, the route planning coordinators prepared the route card that scheduled and located each leg and day's travel of the trip. The route card indicated location using grid references, direction using compass bearings, distance using kilometer or miles, calculated elevation gain and loss using the contours of the map, and these route cards also determined evacuation routes for the trip. These route cards were photocopied for all the other group members and the coordinating professor. They also purchased the maps needed for the trip. On the trail, these route planning coordinators were well informed of the route and provided information and route recommendations to the group.

The historians were those group members who researched the historical significance of the area to share with the other group members. They became familiar with the historic sites in the area and provided information on where they were, and then shared the historical picture once the sites were located. A few historical presentations were on the equipment used by the group, for example, snowshoes and sextant.

The menu and food preparation coordinators were those group members who designed a menu for the trip with input from the whole group, then purchased, and packaged the food. They presented the menu to the group members, advised the cooks on options for meal selection, and provided food preparation guidelines. On the trail, they assisted the group with the selection of food for lunch, and tended to know where they were packed.

The navigation experts emerged from the group, as those who spent much of the time with their nose in the map. They knew the location of the group on the map, how far they had traveled, and how fast they were traveling (kph). On the trail, these group members were asked for final confirmation on the location of the group, and shared the information on distance travel and speed of travel. They also advised the group how far they had to travel that day to reach the designated campsite area, and announced to the group when they were in the general location of the designated campsite. By their example, they demonstrated the intricacies, challenges, and essence of navigation.

The canoe expert leadership pattern emerged on the canoe trip, and these group members were identified by their specialized equipment, with specific paddles for lake and river travel, and other specialized waterproof packs and gear. They were informed and experienced in many different strokes, enjoyed the challenge of paddling rapids, and were always involved in scouting rapids. On the trail, the canoe expert provided instruction, scouting recommendations, equipment care recommendations, and by example, demonstrated how to sit, get in and out, portage, and the essence of canoeing.

The snowshoe experts were observed to emerge as those group members who had their own snowshoes, and information to share on use, care, maintenance, and harness construction. They would show by example much of this information, and were able to communicate the essence of snowshoeing by the care of their snowshoes, the delight when using them, and the different skills involved in snowshoeing.

The cross-country ski experts emerged much the same as the canoe, navigation, and snowshoe experts. These group members had acquired knowledge, experience, and had developed a deep understanding, love, and appreciation for the tasks. Many of these tasks in outdoor travel were known as the science or skills of outdoor leaders. To be able to use and teach the mechanics of these tasks are outdoor leadership skills; but to be able to deeply understand, love, and communicate the essence of the tasks, means that the outdoor leader has developed the craft and is noted as an expert. The Explorations group was fortunate to have as group members the expert or craftsperson who combined the science and the art to reflect the essence. The cross-country ski experts emerged as those group members who had specialized equipment, skied whenever they could, provided instruction and information on care and maintenance, and by their example communicated the essence of cross-country skiing.

The natural history experts, weather experts, and avalanche experts were those group members who were able to selectively be aware of these environmental conditions and communicate the information and essence of each. The natural history experts were aware of the flora, fauna, geography, and history, and communicated discoveries and changes. The weather experts had their noses up into the wind, noticing shifts, moisture or humidity changes, temperature changes, and cloud formation changes. The avalanche experts were those group members that carried specialized equipment for doing snow profiles and shearing strength tests. They hunted down avalanche information provided by the parks to use to compare with the information they would collect. They were also found to be looking uphill, looking for telltale signs of slope instability. When navigating, they would indicate slope aspects that might be potentially hazardous. Together all of these experts had developed a sixth sense for the environment and were found to communicate this information to the group members.

The group photographers were very active group members, as on many of the rest stops they were observed to be rummaging through packs or toboggans to locate their cameras and then set out to record the events of the trips and capture the romance of the environment. They were also skilled in knowing just when to take a picture, especially when the group became spread out and they managed to stop those traveling with them or traveling ahead of them, which gave those behind a chance to catch up.

The next leadership pattern to describe from the Explorations trip were the scouts. When the lead skier came to a spot on the trail when the route was questioned, such as when the group reached the open water of a river, the group would stop and a few group members would travel in potential routes to investigate them. These were the scouts, and they tended to be the group members who traveled at the front at the time the group stopped, one of which could be the person who was in the lead, prior to stopping. The scouts would investigate a route and bring back information and recommendations from which a decision on route selection was made.

Different leadership patterns of the scout were observed on the trips. The first pattern was found to occur when the scout was alone. This scout tended to be the lead person before the group stopped, and who continued to lead after scouting. This scout was found to make authority decisions either based on input from others around or independently. The second pattern was observed in those situations when two or more scouts went out heading in different directions. When the scouts returned they discussed what they found and make a minority decision on the route. The third leadership pattern of the scout occurred when most of the group went to scout, all returned to discuss the possibilities and made a consensus decision. The leadership functions of the scouts in all situations were to travel ahead to gather information on the feasibility of the route, return to the group, and determine to a greater degree the route selection decision, whether the decision be an authority rules, minority, or consensus decision.

The last leadership patterns to be discussed were related to on the trail group maintenance functions, which included: initiation of group decision-making and discussions, sharing, practice of basic communication skills (i.e. perception checks and giving and receiving feedback), taking a stand, and the initiation of playfullness and joking. All of these leadership patterns were observed to promote open communication, group trust, and team work.

The initiation of group discussions and decision-making were essential, especially with many of the group and leadership functions evolving. The patterns observed included: asking a question of the group, stating a preference and asking for input from other group members on the topic, announcing that it was a good time to get together to hold a group meeting, and taking a stand by stating a concern or a problem that needed to be discussed. For examples, the sweep person(s) tended to be the group member to take a stand by confronting the lead on either route selection, safety, or pace that created great distances between group members on the trail. These stands did initiate group discussion and decision-making, but the tone of voice used was emotional, which generated anxiety in the group rather then serve to check anxiety. A group member who took a stand provided feedback and communication which helped to determine the pattern and order in the group. In the example provided, after the stand was communicated, the group decided that the group paddle closer together, that the lead canoe travel closer to shore, and that all the other canoes follow in line behind the lead canoe. Another example of taking a stand to check anxiety would be to communicate positive feelings or experiences to bring a balance to the group focus, away from dwelling on conflict.

Sharing was an important leadership pattern, as it was a reflection of the caring and acceptance of everyone in the group, which helped build a base for team work. Sharing also included teaching others the skills and knowledge related to traveling in the wilderness (i.e. navigation, plant identification, reading quotes, and astronomy). The group was observed to share more on the canoe trip and snowshoe trip, and less on the two ski trips. Relative to more sharing in the group were observations of frequent initiation of playfulness and joking. Unresolved differences in the group were found to be greatest on the two ski trips when there was less sharing, less initiation of playfulness and joking, less initiation of group decision-making, discussions, and debriefings. Unresolved differences or conflicts were found to block group communication, trust, sharing, playfulness, joking and create an overall negative group mood.

To create a positive group mood it would be important to: (1) promote group discussions that provide the opportunity to practice basic communication skills (i.e. perceptions checks and giving and receiving feedback); (2) promote group debriefings that are designed with the aim to share highlights of the day and determine differences and conflicts, and that work to create greater understanding and acceptance among group members; and (3) encourage sharing, playfullness, and joking as it was a reflection of group trust and open communication.

There was a tendency for the young female group members to initiate group discussions, decision-making, and debriefings. To a greater degree, the younger group members were also found to initiate sharing, playfullness, and joking.

Other communication skills practiced on the trip, related to group maintenance leadership patterns, were giving and receiving feedback on leadership performance and perceptions checks. Some group members asked for feedback based on the time they were in the lead position, and a few group members asked those who were in the lead position if they wished to have feedback. This took place occasionally, with the tendency for the females to initiate and participate in this discussion. Perception checks involved asking how another was feeling in order to clarify another person's assumptions.

There were three leadership patterns in which leadership was determined by position, and these included the lead person, the sweep person, and the T.A.. The dynamics of the group and situational factors need to be presented in order to describe the variations observed in these leadership patterns.

The lead person was observed to emerge on the trail in different ways. (1) On a few occasions a group member stated he/she would take the lead. (2) In a few situations a group member would pass the lead person while the group was travelling or on minor rest stops, and assume the lead. (3) In most situations, it was the group member(s) who initiated the departure of the group after a major rest stop that became the lead person(s).

The departure of the group occured (1) at the beginning of the traveling day when the group first set out, (2) after lunch, (3) after a major rest stop, and (4) after a minor rest stop.

Major rest stops occurred in order to: wait for the whole group to gather together on the trail; scout ahead and select and route; wait for those at the back to catch up; bring the group together to make a decision; and make an historic presentation.

Minor rest stops occurred in order to: have a drink of water; eat a snack; narrow the distance between group members; make quick decisions on route selection; and make minor adjustments, such as, to remove skies, snowshoes, or clothing layers; read the map; discuss the route with others beside them; take a bush break; or take a picture.

There were situations when the lead position changed from one person(s) to another person(s) when the group was traveling or on a minor rest stop, and those situations will be described along with the group patterns for traveling and for passing another group member.

There were many situations when a group member passed someone on the trail, but there was a pattern to when someone would pass and an order in the group that tended to be maintained.

On the ski trips, group members would pass someone if they stopped and stepped off the track. It was considered courtesy to step off the trail first if a skier planned to stop for a major adjustment or if a skier slowed down other skiers behind them. A group member could yell "track" to indicate they wished to pass, and this occurred in a few situations when the group members wished to ski at a faster rate than the skier in front.

On the canoe trip and snowshoe trip, the terrain did not restrict the group to a single file formation and the group was observed to pass one another occasionally, though usually with some intent, for example, to talk to someone ahead concerning the route, to pass water bottles, or a wish to travel at a faster pace.

The group members were observed to select the pace they wished to travel, by choosing the location of where they skied in the group, relative to the overall pace of the group and terrain. When the overall pace of the group was fast, those who wished to travel fast would depart as soon as they could to travel near the front of the group. Those who wished to travel more slowly would wait and depart later to travel at the back. This was made apparent when one group member, who usually traveled at the front, decided to travel near the back. Some group members kept insisting that the skier depart ahead of them, saying that they wished to travel slower. The group member who wished to travel at the back told the others that she now wished to travel at a slower pace. This example took place on the Yoho trip in which no toboggans were present to set the slowest pace, and on hilly terrain where differences in ski skill and fitness levels became more apparent. Once the group had selected where they wished to travel, the group would tend to travel in that order because it reflected their preferred pace.

There was no situation on the canoe trip when the lead changed while the group was traveling. A change in lead occurred mainly when the whole group stopped and another canoe departed first.

On the Yoho trip there were a few times when the lead person was passed when the group was traveling. While the group skied downhill, the lead skier slowed down considerably using a snowplow cross-country ski technique. The other group members traveling behind skied past her, as they wished to take delight in skiing fast down the hill. Later on the Yoho trip, the group had to ski up steep switchbacks. Those in the lead did not have skins to put on their skis, that would have enabled them to walk straight up the hills. The other skiers, with skins on their skis, passed them on the hill and the lead changed. When the Explorations group traveled back down the switchbacks the lead changed when those who wished to ski down the hills faster, passed.

On the Wilmore trip, the lead changed while the group was traveling and on minor rest stops on a few occasions. When the group had to break trail, the lead switched as those in the front shared the task. Eventually some group members tired out and those with greater strength and fitness, who were more able to perform the task of breaking trail, passed the tired lead person. The lead was passed a few times when he/she briefly stopped to make a minor route selection decision. In those situations, the lead had to be able to make a decision faster than another group member, or the faster group members would depart on their chosen route and take the lead.

On the Howes snowshoe trip, the lead changed while the group was traveling and on minor rest stops on more occasions than any other trip. The terrain provided a challenge with route selection and at times there were a few route options to choose from. The group would divide and take different routes, and when the group joined again further down the river basin, the group member(s) who traveled the fastest ended up in the lead. At other times the terrain would restrict them more into single file, and the fastest group member(s) would take the lead.

There were a few quotes from log books on the Howes trip that indicated that the lead person had to travel fast, well ahead of the group, or he/she would be passed.

From the above descriptions, in which the lead was passed, the following understandings about the lead position were determined. (1) When the Explorations group traveled in terrain that did not limit the pace of the group, the lead person(s) had to travel as fast or faster then the desired pace of those group members traveling in front. (2) When the trail conditions created a challenge to break trail, to make route selection decisions, or with difficult ski conditions, the lead person tended to have either the greater fitness and strength, ski skills, specialized equipment (skins), or be able to complete the task of route selection as fast or faster than those group members traveling in the front, otherwise they would be passed. These tendencies were reduced by the expectation in the group to share the lead position.

On the ski trips, the group members had the tendency to travel with the fastest in front and slowest in the back. This order from fastest to slowest was due to a preference for a different pace, to differences in fitness, to differences in skill level, to specialized equipment (skins), or due to slower toboggan travel. This explained the following observations on the two ski trips, in particular. Those group members who had the tendency to travel in the back, to a greater degree, assumed the lead position when they determined they could travel as fast or faster then those group members traveling in the front. Those situations that limited the skiers, who tended to travel in the back, from assuming the lead skier position were difficult ski terrain, difficult route selection, continuous trail breaking required, a preference for a slower pace, and a rushed schedule. All skiers were limited from assuming the lead when they pulled the toboggan or helped out those who pulled a toboggan. Otherwise the tendency was for those who traveled in the front to assume the lead, particularly when those in the back were limited by the situation.

There were different patterns of leadership behavior observed of the lead person(s). They were classified on a continuum from independent, interdependent, to dependent. An example of each will be provided, describing those situations that demonstrated the extremes of independent and dependent, with interdependent leadership behaviors the balance between the two. Each group member was observed to fluctuate along the continuum with his/her leadership behavior contingent on the many variables existing in the situation.

The extreme of the independent leadership behavior is a very self-sufficient individual who is disconnected from the needs of the group. There would be minimal to no communication and involvement with the other group members in decision-making. An example of this was found on the Wilmore trip.

It was the sixth day of the Wilmore ski trip, and the group was two days behind schedule when they finally reached the designated campsite location. After lunch, a group member departed first to assume the lead ski position for the first time that day. The group became spread out with some skiers not able to see the skiers in front. They were traveling along the Berland River in the river valley. Some of the group members had talked about camping near the river to have a sponge bath and wash their hair. Everyone was excited about finding a campsite. Those skiing in the back caught up with two group members who had been skiing in the front. They had taken off their backpacks and mentioned to the group that they were in the area designated for the base camp, and that they were going to scout for a campsite. The lead skier was no where in sight. The two scouts followed the tracks of the lead skier and the others took off their backpacks and sat on the toboggans to wait for them to return. While waiting, one group member suggested to the others that the group camp right were they waited. Two of the skiers thought the area was too exposed with no trees. One of the scouts returned to say the lead skier had found the trail and a campsite. Backpacks were hoisted on and toboggan harness put on, then off they went following a set of ski tracks to look for the lead skier. The tracks went on and on, and on and on. For more than an hour the group traveled. "Why are we going out of the river valley?", yelled one skier. The group had started to head south with the tracks of the lead skier leading the group up out of the valley. The group members were frustrated that their request to camp next to the river had gone unnoticed by the lead skier. He was still not in sight, and the group continued to follow the track. When the group came to the top of a steep hill they had increased their elevation by 800 feet, and the lead skier was waiting there for them. Exhausted from the climb, the group stopped to wait for everyone to gather together. Once together, one group member tried to get everyone to discuss what the group should do. Three group members did not join in on the discussion. When the lead skier was asked why he had lead them out of the river valley, when some members had mentioned many times they wished to camp next to the river, he replied that he had not heard anything.

As mentioned earlier, this behavior was contingent on many situational factors, with this same leader observed to take on different leadership behavior patterns at other times.

The characteristics of independent leadership behavior were: (1) the pace that was faster than the slowest skier that spread the group out to the extent that visual contact was lost, (2) the group divided into small independent groups, (3) the authority decisions made by the lead skier did not involve any input from the group members, (4) the lead person was not aware of the needs of the group; and (5) the group followed the leader blindly, and contrary to their wishes. In the example provided, the lack of communication between the group members and the lead skier did not permit the involvement of the group in the route selection decisions.

At the other end of the continuum is the dependent leadership behavior pattern. The group member displaying this pattern tended to share the lead position with one other group member or with all the group members traveling in the front. There was a high level of communication and continual involvement in decision-making observed. An extreme example from a trip will describe this leadership pattern.

It was the sixth day of the Wilmore ski trip and two group members were sharing the lead position. They skied side by side with maps in hand and with the group all closely behind them. They stopped and turned around to ask those in the front with them if they should go look for the trail or continue to travel by the river. Two group members thought the river was the best and another thought it did not matter, and did not state a preference. The lead skiers decided to travel on the river and set off. Further down the trail the lead skiers stopped and asked if anyone was getting hungry and a few replied that they were. They set off again to look for a good site for lunch. After fifteen minutes they stopped and asked if that spot was good for lunch. A few group members agreed and the leaders took off their backpacks to show they had decided to stop for lunch.

The dependent leadership behavior pattern described above showed the following characteristics: (1) a preference to share the leadership position and maintain continuous communication with the group; (2) a preference to know that the group is in full agreement with their decisions, by involving them whenever possible in a minority, majority, consensus decision, or authority decision; (3) the pace is set by the lead skiers so that everyone is well within sight, so that the group travelled close together; (4) the leader attempts to be very aware of the needs of the slowest skier and other group members; and (5) the group members travel as a dependent, closeknit, controlled group that limits personal freedom to select one's own pace.

The interdependent leader was a blend of both the independent and dependent leadership pattern with combined self-sufficiency and a need to belong and stay connected to the group. Communication is continuous, but at a minimal level that just keeps the leader in touch with the group. An example from one of the Explorations trips will describe this leadership behavior pattern.

Just after a major rest stop, on the second day of the Yoho ski trip, a new lead skier departed and set a faster pace than the lead skier before her. The group became spread out, but all the skiers were in sight of each other. The lead skier maintained the fast pace but kept looking behind to gauge how the other skiers were doing and adjusted her pace to maintain visual contact with the group. Two group members behind her spotted a good lunch spot and yelled ahead to point to the spot; then they yelled ahead to the leader and suggested that the group stop there. The lead skier thought it was a good location, and it was after twelve noon, so the lead person stopped at the spot and took off her pack. The rest of the group followed her lead and lunch was taken out and enjoyed in the warmth of the sun.

The lead skier described above displayed the following characteristics of interdependent leadership behavior: (1) sets a pace that maintains a comfortable distance between the group members; (2) maintains minimal, yet continuous, communication; (3) authority decisions are made with involvement with the group members at times and made at other times independently, but with a strong sense of group preference; (4) the group functions interdependently within the group (i.e. maintaining visual distance with the skier in front and behind, so the group travels as a unit, but with enough distance to allow each individual to set the pace of his/her preference and to stop now and then at his/her own free will; and (5) the pace is set, to a greater degree, by the pace of the group members at the back, for the group members kept within visual range of the skier behind them.

The lead person(s) was found to determine to a greater degree the following group functions: set the pace which determined the distance between the group members, route selection, major rest stops, scouting, lunch stops, initiating group discussions and decision-making, perception checks, and campsite selection.

The sweep skier was positioned at the back and the following leadership functions were determined: assist the slower skiers at the back with encouragement and equipment (help put skins on); determine to a greater degree the pace when the lead person was gauging the pace by the distance between skiers; determine to a greater degree the distance between skiers when the pace was fast, by increasing or decreasing their speed of travel, but not faster than the fastest pace of the slowest skier; and observe how the group was functioning and make perception checks of the slowest skiers to determine how they were doing. There was minimal communication between the lead and sweep on most trips with many group members not identifying the sweep as a leadership position or having a group function.

The T.A.'s leadership patterns are summarized in a chart below, along with another chart that indicates a change in behavior over time from dependent to independent leadership behavior.

On the first trip the T.A. displayed predominately dependent leadership behaviors. Initially the T.A. acted independently when she took a stand on her role and set boundaries on the behavior of the students, then proceeded to get caught up in the sabotage (conflict and resistance) that the stand generated. She also became triangled, as defined by Friedman (1985), by getting involved in the concerns of the less experienced group members, and assumed a dependent leadership pattern.

The T.A. was shaken up by the conflict/sabotage that occurred on the first trip, which was observed to affect her behavior in many ways. She was observed to take more stands on the canoe trip than any other trip. Then on the remaining trips she made fewer stands, withdrew emotionally from the group, and focused on her group responsibilities and research.

On the Yoho ski trip, she fluctuated between dependent and interdependent leadership behavior patterns. She was able to not get caught up in the concerns of the less experienced group members, but was still triangled by Jill, who was the least experienced.

The T.A.'s leadership behavior on the Wilmore ski trip was interdependent, as she was more self-sufficient, but connected to the group with the minimal amount of communication. She was still occasionally observed to get involved with Jill's problems.

By the last trip, the T.A. had successfully detriangled herself from Jill, giving Jill the freedom to be responsible for herself. She displayed leadership behavior that fluctuated between interdependent and independent, for she was very focused on her research and emotionally detached from the group.

Unknowingly the T.A., through emotional protection and demands of her research, modified the authority role associated with the T.A. position and the dependent leadership behavior to create the freedom for the less experienced group members to become more self-sufficient. The emotional withdrawal was unfortunate, but the problem with the dependent leadership behavior she displayed on the first trip was over sensitivity to the needs of others, controlling behavior to keep the group together, and aggressive helpfulness. The desensitizing process was difficult and required a pendulum swing amount of energy to maintain. Being desensitized, the T.A. was then able to help in a more healthy natural way, by encouraging others to solve their own problems, by not being there with the solutions, and by not enforcing the solutions to problems on the group.

As listed in the chart below, the T.A. was observed to assume different leadership patterns related to group task and maintenance functions over the time-line of pretrip, trip, and post trip. These leadership patterns of the T.A. changed from trip to trip, with a chart outlining these changes.

On the first trip she was observed to take on all of the leadership patterns as listed for the T.A. in the previous chart. On the second trip, a short five day trip, she avoided leadership patterns associated with group functions at the campsite. On the third trip, a two-week trip, the T.A. avoided the leadership positions of lead and sweep. By the last trip the T.A. was observed to assume few leadership patterns related to group task and maintenance functions.

The last time-line section was 'post trip', which included the vehicle ride back to the university, and final closure of the trip with the equipment cleaned and returned, rented van returned, and usually several days later a trip debriefing.

The leadership patterns related to the group tasks included: driver, navigator, safety and emergency coordinator, and transportation coordinator. The safety and emergency coordinator ensured that the group checked into the R.C.M.P. and Warden's office to report the safe completion of the trip. The transportation coordinator returned the van after completing the necessary paper work, and coordinating van clean up. The driver and navigator behavior patterns were described above in pretrip leadership patterns.

The leadership patterns observed after the trip that related to group maintenance included: initiating group decision-making and group discussions, sharing, perception checks, giving and receiving feedback, joking and playfullness, and initiating a closure activity. The closure activity was a suggestion to get together as a group, (especially if several vehicles used) on the drive back, for a coffee or tea stop, or a sauna.

Below are charts that summarize the group functions divided into task and maintenance, and the leadership patterns observed for each type of group function. Following this, a summary of the T.A.'s leadership patterns are listed in a chart, along with a chart that notes the changes in the T.A.'s leadership patterns from trip to trip.

## TABLE III: SUMMARY OF LEADERSHIP PATTERNS IN AN EGALITARIAN WILDERNESS GROUP

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PRETRIP:

1. Training
    - a) Blue Lake Center
    - b) Communication and Interpersonal Skills

2. Planning
    - Leadership Patterns:
        - a) Transportation Coordinator
        - b) Accommodation Coordinator
        - c) Food & Menu Planning Coordinator
        - d) Safety and Emergency Coordinator
        - e) Historian
        - f) Group Equipment Coordinator
        - g) Group Maintenance Coordinator

3. Vehicle Travel to Start of Trip Route
    - Leadership Patterns:
        - a) Driver
        - b) Navigator
        - c) T.A.
        - d) Safety and Emergency Coordinator
        - e) Accommodations Coordinator
        - f) Group Maintenance

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TRIP:

1. Campsite
    - Group Functions:
        - Tasks -
            - a) Set up shelter
            - b) Meals Prepared and Cleaned up
            - c) Campfire
            - d) Prepare to depart
            - e) Camp organization (Placement latrine, tents, campfire, food, equipment)
            - f) Rest and sleep
        - Maintenance -
            - a) Group discussions
            - b) Group debriefings
            - c) Group decision-making
            - d) Celebrations
            - f) Group Activities
        - Leadership Patterns:
            - Pretrip Planning -
                - a) Food & Menu Coordinator
                - b) Route Planning Coordinator
                - c) Historian
                - d) Group Maintenance Coordinator

TRIP: (Con't)

1. Campsite (Con't)
    - Leadership Patterns:
        - Tasks -
            - a) Shelter Builder
            - b) Fire Builder
            - c) Cooks
            - d) Campfire Builders
            - e) Shelter Builders
            - f) Dish Washers
            - g) Hand Saw Expert
            - h) Radio Expert
            - i) Weather Expert
            - j) Natural History Expert
            - k) Navigation Expert
            - l) Environmental Concerns Expert
        - Maintenance -
            - a) Group Decision-making
            - b) Group Discussions
            - c) Group Debriefings
            - d) Giving and Receiving Feedback
            - e) Perception Checks
            - f) Sharing
            - g) Joking and Playfulness
            - h) Taking a Stand

2. Trail
    - Group Functions:
        - Tasks -
            - a) Travel
            - b) Lunch
            - c) Navigation
            - d) Historical Presentations
            - e) Route Selection
            - f) Campsite Selection
            - g) Safety
            - h) Group Organization (pace, rest stops, group formation)
        - Maintenance -
            - a) Group Decision Making
            - b) Group Discussions
            - c) Group Activities

    - Leadership Patterns:
        - Pretrip Planning -
            - a) Route Planning Coordinator
            - b) Historian
            - c) Menu & Food Planning Coordinator
        - Tasks -
            - a) Navigation Expert
            - b) Canoe Expert
            - c) Snowshoe Expert
            - d) Cross-country Ski Expert

TRIP:
- 2. Trail
    - Leadership Patterns:
        - Tasks - (Con't)
            - e) Natural History Expert
            - f) Weather Expert
            - g) Avalanche Expert
            - h) Photographer
            - i) Scout
        - Maintenance:
            - a) Group Decisions
            - b) Group Discussions
            - c) Sharing
            - d) Perceptions Checks
            - e) Playfulness & Joking
            - f) Giving and Receiving Feedback
            - g) Taking Stand
        - Leadership Positions
            - a) Lead Person
            - b) Sweep Person
            - c) T.A.

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POST TRIP:
- 1. Vehicle Travel to University
    - Leadership Patterns:
        - Tasks -
            - a) Driver
            - b) Safety and Emergency Coordinator
            - c) Navigator
            - d) T.A.
            - e) Transportation Coordinator
        - Maintenance -
            - a) Sharing
            - b) Group Decision Making
            - c) Closure Activity
            - d) Perception Checks
            - e) Giving and Receiving Feedback
            - f) Joking and Playfulness

- 2. University
    - Group Functions:
        - a) Equipment Cleaned and Returned
        - b) Renter Van Returned
        - c) Trip Debriefing

## TABLE IV: SUMMARY OF T.A.'S LEADERSHIP PATTERNS

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PRETRIP:

1. Training - Attended all sessions

2. Planning - Assisted with Food and Menu Planning Coordinator on canoe trip.
   Leadership Pattern:
   a) Facilitator

3. Vehicle Travel to Start of Trip Route
   Leadership Patterns:
   a) Supervisor
   b) Driver
   c) Facilitator (group maintenance)

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TRIP:

1. Campsite
   Leadership Patterns:
   a) Cook
   b) Dishwasher
   c) Environmental Concerns Expert
   d) Natural History Expert
   e) Shelter Builder
   f) Campfire Builder
   g) Facilitator (group maintenance)
   h) Risk Assessment

2. Trail
   Leadership Patterns:
   a) Risk Assessment
   b) Scout
   c) Lead Person
   d) Photographer
   e) Perception Checks
   f) Sharing
   g) Facilitator (group maintenance)
   h) Natural History Expert
   i) Avalanche Expert

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POST TRIP:

1. Vehicle Travel to University
   Leadership Patterns:
   a) Driver
   b) Supervisor
   c) Facilitator

2. University
   - helped with equipment clean up and return.
   - attended trip debriefings.

## TABLE IV: SUMMARY OF CHANGES IN T.A.'S LEADERSHIP PATTERNS

| | TRIP #1 | TRIP #2 |
|---|---|---|
| Leadership Patterns | *Minus:<br>Avalanche Expert | Minus:<br>Cook<br>Envir. Concerns<br>Campfire Builder<br>Photographer |
| Leadership Characteristics | Independent & Dependent<br>- controlling behavior<br>- over-protective<br>- asked for group's approval of decisions | Dependent & Interdependent<br>- fluctuated<br>- over-protective<br>- less controlling behavior |
| Position in Group Circle | Middle of Circle | Moved Away From Middle of Circle |
| **Triangulation | With Less Experienced Group Members | Jill<br>Least Experienced |
| Sabotage<br>a) Topics: | - lack of respect<br>- too involved in gr. decisions | - too variable<br>- not involved in group tasks |
| b) Who: | More Experienced | Not Specific |
| ***Function: | T.A.<br>Group Member<br>Researcher | Researcher<br>T.A.<br>Group Member |

*Minus from list of T.A.'s Leadership Patterns.

** Involved in others' problems, taking on the stress.

*** Listed in order of dominant to less dominant.

(Con't)

| | TRIP #3 | TRIP #4 |
|---|---|---|
| Leadership Patterns | Minus:<br>Lead Person<br>Sweep Person<br>Photographer | Minus:<br>Cook<br>Envir. Concerns<br>Shelter Builder<br>Scout<br>Lead Person<br>Sweep Person<br>Photographer<br>Perception Check<br>Facilitator<br>Avalanche Expert |
| Leadership Characteristics | Interdependent<br>- self sufficient<br>- connected to gr.<br>- less controlling behavior | Interdependent & Independent<br>- more self sufficient<br>- no controlling behavior |
| Location in Group Circle | On Circle periphery | Slightly Outside Periphery |
| Triangulation | Jill (less) | None |
| Sabotage<br>a) Topic | - Too involved in decisions at times | - Not involved in group tasks |
| b) Who | Not Specific | Less Experienced |
| Function: | Researcher<br>Group Member<br>T.A. | Researcher<br>T.A.<br>Group Member |

## CULTURAL THEMES

### A Quest For Self Sufficiency and Freedom

The Explorations trips provided the educational experience of living and traveling in nature, with all its splendor, variability, challenge, wonder, and mysteries. This was coupled with an encounter with the human condition, with all our human frailties, prejudices, love, strengths, fears, and dreams. Nature was the teacher as its openness and lovingness eased the journey for the explorers as they learned to face themselves (face their fears, loneliness, death, life, need to belong, and the unknown). This was a true educational experience, as defined by Goodale (1973), 'in preparation for life'.

On the first day of their canoe trip, one of the Explorations group members read this quote to the group as they rafted together in a cove.

> Always in big woods when you have familiar ground and step off alone into a new place, there will be, along with a feeling of curiosity and excitement, a little nagging of dread. It is the ancient fear of the unknown, and it is your first bound with the wilderness you are going into. What you are doing is exploring. You are undertaking the first experience, not of the place, but of our essential loneliness, for nobody can discover the world for anybody else. Is is only after we have discovered it for ourselves that it becomes a common ground and a common bond and we cease to be alone (Wendall Berry).

All paths lead to yourself. Some will resist every step of the way. Those who learn to live in nature have taken the first step.

The Explorations group members expressed a deep love and bonding with nature. This was what called to them, and drew them out of their comfortable, controlled, and man-made environment. This was where they wished to be, to work, to live, to travel, and to learn.

The Explorations students were learning to live and travel in the wilderness, acquiring the cultural knowledge from the past when explorers surveyed the land, pioneers forged new territories, and the Indians roamed free. The past represents a close bond with nature and the North American Indians and Inuit provide an example of cultures that lived, and some still live, with an uncontrolled and natural environment. The western industrial culture has created a controlled technological environment that has removed our link to the land. This controlled environment requires little awareness, with temperature controlled shelters and ample food supplies; it meets all the basic needs of survival. The students sought the cultural knowledge that would enable them to travel, survive, and live comfortably in the wilderness, which also offered them true freedom.

Survival required awareness, to be tuned into all aspects of the natural environment and tuned into self and the human condition. With acquired awareness, cultural knowledge, and experience, the Explorations students learned to adapt and be at home in the wilderness.

Freedom is linked to self-sufficiency, with the students developing a sense of self autonomy and the ability to adapt and survive. To seek the cultural knowledge that enabled them to travel and to survive in the wilderness was to seek freedom - the freedom to live outside the controlled urbanized environment or live within it.

The Explorations trips offered many educational experiences to the students. (1) The chance to further explore the wonders, mysteries, and their bond with nature and the historical past. (2) The opportunity to test and acquire the cultural knowledge and skill related to mode of travel (i.e. canoeing), adaptability and basic survival, and being at home in the wilderness. (3) To challenge limits of comfort and skill by designing trips that extended the challenges from past experiences in the wilderness. (4) To experience the freedom from the controlled, urbanized, western culture, and the freedom of self sufficiency - knowing they were responsible for themselves. (5) Learning to live in harmony with others, through the use of communication and interpersonal skills, and developing a greater understanding and acceptance of oneself and others, accepting both strengths and weaknesses.

The Explorations students all placed a different emphasis on the educational experiences to be gained from the Explorations program. Some group members wished to focus on natural history, develop self-sufficiency, and challenge comfort zones and skills. Others were more interested in creating harmony in the group, and exploring their bond with nature and historical past, while others mainly wanted to acquire and further develop the cultural skill and knowledge that would enable them to live comfortably in the wilderness. In other words, the students had different expectations and educational objectives for the Explorations program.

### Stress and Challenge Balanced

The educational expectation that proved to create the greatest difference among the Explorations group members was the amount of challenge the trips provided to extend comfort zones and skill development. Those students who had more experience in winter travel were not able to experience the challenge they had expected to receive on the trips. The Explorations group could only design trips that did not exceed the tolerable level of stress and challenge of the least experienced group member. A balance had to be maintained that did not push the group members into distress (unhealthy amount of stress). As noted in the log books, the group did push the limits of some group members on occasions. Eventually, the group had to reduce the stress of the trip by slowing down the pace, and to design less challenging trips, for example, the Howes Pass snowshoe trip.

To begin with, some Explorations group members had less experience living in the winter environment. They were found to experience more discomfort due to: (1) lower skill and knowledge that affected their ability to adapt; and (2) greater fear of the unknown, related to their strengths and weaknesses in that situation, and to the suitability of their equipment.

Once a group member was stressed with greater discomfort due to less experience, knowledge, and skill, and lack of suitable equipment, they were at times pushed into a state of distress with added pressure. Additional factors that created distress included: (1) challenging environmental conditions (i.e. weather and terrain); (2) poor personal relations that reduced the level of trust and communication in the group; (3) high expectations from self and the group to perform at a high standard; and (4) limited access to rescue, which lead to greater fear of the unknown. Distress was found to occur occasionally, and the group was observed to adapt to meet the needs of the members.

The more experienced group members were not able to design trips that would extend their comfort zones, and challenge their existing skill levels. They were observed to have more energy at the end of the day, and this energy had to be held in, checked at times, to provide equal opportunity for the other group members. They thrived in the outdoors, gaining more energy, enthusiasm, and desire to explore further, see more, and do more.

Meanwhile, some of those with less experience in winter travel were found to be uncomfortable, unsure, and drained of energy as they managed with the stress of the experience, and learned to be more adaptable. This was a frustration stage, where they had not yet acquired all the cultural knowledge and skill to live comfortably in the wilderness. All they needed was time and experience, and by the end of the Explorations trips they were observed to be very comfortable and enjoyed the experience more.

The less experienced group members were found to determine, to a greater degree, the amount of challenge designed into the trips.

Triangulation Created Togetherness

While the group was experiencing interpersonal difficulties during the two ski trips, the negative group mood did not help those with less experience. The situation only increased their tendencies to focus on their discomfort and not the wonders of the environment.

> Physical discomfort is important only when the mood is wrong. Then you fasten on to whatever thing is uncomfortable and call that the cause. But if the mood is right then physical discomfort doesn't mean much (Pirsig, 1974:19).

The mood of the group, during those situations when there was poor communication and distrust, was found to affect, to a greater degree, the level of discomfort, particularly of those with less experience. This provides an example of the interdependence of all the group members to create the situation, and explains how all living systems work.

When the group polarized on different issues, this created, to a greater degree, the distrust and poor communication which divided the group and affected the mood of the group. This created more stress for the less experienced group members, who reacted by focusing more on their discomfort, and they drew attention to their problems. This was an example of triangulation, as defined by Friedman, (1985). This reaction was found to be a way for the less experienced group members to create more togetherness in the group. This was not a conscious manipulation, but basic reactions of those who were more dependent, and who wished the group to be more together. There were no simple cause and effects to create the observed patterns in the group, but the interdependency of all the group members worked to create the situation described.

The more experienced members of the group were found to adapt to the needs of the less experienced group members. They resented the fact that the Explorations trips were limited, and communicated a lack of acceptance for some group members. Group distrust, poor communication, and group polarization persisted throughout the two ski trips. On the last night of the Wilmore ski trip, during a campfire discussion, the issues or reasons for the differences between group members surfaced and some understanding and acceptance between the two polarized groups resulted. The group decided that more communication was needed and decided to hold evening debriefings on the next trip. This worked to bring the group closer together which reduced the anxiety in the group, improved the group mood, and reduced the focus of the less experienced group members on their discomforts.

### Group Attention Balanced

The last Explorations trip was the only trip on which debriefings were initiated every evening. Prior to that, the group was observed to hold in feelings or conflicts and let it all out just prior to the rest day, or the last day of the trip.

The group was observed to shift in their focus of attention from completing the task to interpersonal conflict. The focus of attention was found to move in the direction of the greatest concern. When keeping to the schedule was a major concern, the group lost sight of interpersonal conflict and group maintenance. When the focus of staying on schedule eased, like before a rest day or the last day, all held-in conflicts and feelings would erupt. This eruption was upsetting to some group members, and they tended to avoid group discussions on the next trip, or next time it was suggested on the trip. When they were traveling along with no concerns for the task of keeping on schedule, they focused on interpersonal conflicts and unresolved issues. When schedule pressures were minimal and interpersonal conflicts were minimal, the group focused more on the natural environment, group maintenance functions, and personal educational objectives. This demonstrated that a focus on concerns or anxiety, due to accomplishing the task or interpersonal problems, were found to limit, to a greater degree, the Explorations group focus on the environment, group maintenance (sharing, joking, and playfulness), and group and individual objectives for the trip.

This had direct relevance to group debriefings. When they only focused on concerns that continued to be unresolved, the anxiety in the group persisted. On those occasions when positive feelings and observations were shared by those who were able to shift their focus and not get caught up in the group anxiety, this served to check the anxiety, and shifted the focus for others in the group. This was a major leadership function related to group maintenance - the ability to check anxiety and create a balanced focus of attention.

Eventually the group was observed to have a mixture of expressed feelings, highlights and concerns, during debriefings. Also, on the last trip, some group members persisted in a focus on their concerns, and they were not challenged to accept the more positive mood of the group. Every group member accepted that he/she could feel different and did not have to become involved in the other person's problems. By the last trip debriefing, a balance had been established, with an understanding that reality was made up of both positive and negative elements to every situation, and they sought a balance knowing that to shift to an extreme of either would create anxiety or an unrealistic viewpoint. The group had evolved into an interdependent group in which each individual worked with a sense of self-sufficiency and a need to belong. The group members also did not lose their sense of self and their own emotional response to the situation.

Inequality in the Egalitarian Group

The adoption of consensus decision-making and emerging and shared leadership that was horizontal in structure, described the Explorations group as an egalitarian group. It was not the perfect example of an egalitarian group, but it was an attempt by the group members to promote equality in the group.

The inequality from the western culture was found to penetrate the wishes of the group to be egalitarian. The assigned T.A. was a contradiction to the egalitarian group, particularly for those group members who did not want the person in the position to potentially have power over them. An elite class in the group also surfaced, particularly on the ski trips. With their superiority in skill, knowledge, and equipment, these elite group members did not accept those with less experience, who felt inferior and of a lower class.

An quote from a log book described this:

> I feel an though (Mark) especially, has put the group I am inside as inferior and possibly not worthy of their company. To me this sucks and makes me quite upset.

This elite class was less apparent on the canoe trip and snowshoe trip. On the canoe trip, the group purposefully structured the canoe partners so that everyone paddled together at some time during the trip. On the Howes snowshoe trip, the division in the group was less, for some conflicts had been resolved that dissolved the necessity for avoiding certain group members, and the mode of travel did not divide the group or emphasize differences in skill and fitness level.

One other observed inequality in the Explorations group was the group member's perception of the role of the T.A.. Some group members challenged any suggestion, question, or comment made by the T.A.. Others fully accepted the need for the T.A. and her last resort veto power, though some also took everything she said to be an authority statement. She chose to have less involvement in decision-making, as a way to avoid the conflict and the power-over given her by some group members' perception of her role. The position of T.A. created less freedom and lack of equality for the person with less rights then the other group members. This was believed to be necessary to balance out the authority role she assumed on the first trip.

Ultimately, equality represented freedom and personal responsibility for the Explorations group. With equality they had the freedom to be accepted for their own unique individuality and the freedom to be responsible for themselves. The group ultimately worked as a team, each responsible for themselves to help with the group functions and assumed leadership positions when ready.

Use of Consensus Decision-Making

For many of the group members this was their first experience working in an egalitarian group while involved in an educational program, using consensus decision-making and with emerging leadership. The group was initially not skilled enough in consensus decision-making to deal with polarizations that developed in the group, particularly over decisions on how to structure leadership in the group. The Explorations group were found to work through the frustration stage when learning to make consensus decisions.

Group decision-making on the trips was found to be overall effective, and consensus decisions occurred most frequently. The group tended to used alternate methods of decision-making when the focus of the group was on the task, such as when they were on the trail. When at the campsite, the shift in focus tended to be on group maintenance, and that was the most common place for the group to make consensus decisions. This explains the increase in consensus decision-making on the trail on the Howes snowshoe trip when there was less focus on the task (schedule). The daily shift in focus, relative to location, was found to affect group decision-making.

The Explorations group had chosen to make decisions by consensus, yet they were observed to use many forms of decision-making on the trips. The group was first observed to question decisions not made by consensus on the Wilmore trip while the scouts were deciding on route selection. "Shouldn't we make a group decision?" This questioning did not generate the complete use of consensus decision-making. The response to the question by one group member communicated the reality, that at times it should not be necessary for the whole group to make a decision. "It seems obvious what the decision should be." The group did not discuss this further, but they were found to be more aware of how they were making decisions. When there were problems with poor communication among some group members, they were observed to adapt their consensus decision-making patterns by delegating decision-making and then making a consensus decision. This success reduced the resistance of some members to consensus decision-making.

Consensus decision-making skills, and communication and interpersonal skills increased every trip. When the group functions were established and group trust and team work high, consensus decisions moved from the predominant use of verbal communication to the use of more nonverbal communication. As described on the rest day of the Howes snowshoe trip, a sense of the group's wishes enabled the group members to function without verbal consent from the whole group. The group members were demonstrating interdependent leadership behavior, and the increased use of authority decisions and personal decisions did not threaten the togetherness of the group.

### Dynamics of Leader and Follower Behavior

It was the interdependence between the leader and follower behavior, reacting positively and negatively to shape behaviors in the group, that established the accepted patterns and order for the group. Therefore, leader behavior and follower behavior are part of the process of leadership, with the leader behavior more related to creating pattern and order, and follower behavior more related to maintaining pattern and order.

For established groups to function effectively requires that the lead person maintain (follower behavior) the established pattern and order in the group, and create (leader behavior) new patterns based on the needs of the group. To be a great leader one must also be a great follower.

When examining the behavior of the less experienced and more experience wilderness travelers in the Explorations group, differences were observed. The more experienced group members performed more leader behavior than the less experienced members who performed more follower behaviors.

### Leadership in An Egalitarian Group

Leadership in the Explorations group emerged as different group members assumed responsibility to initiate and perform a group function, or different group members assumed a leadership position. A summary of the leadership patterns observed include the following.

(1) The differences in the group members' wilderness travel experience and, in particular, the initial trip design were found to be a part of creating the inequality that existed for group members to assume leadership positions. The trip design, the mode of travel (i.e. skiing), location and terrain characteristics, and schedule were found to accentuate the differences in the group.

(2) The more experienced group members were observed to create more pattern and order in the group, displaying leader behavior, then the less experienced group members who were observed to maintain pattern and order, displaying follower behavior. Both groups were involved in the process of leadership, with the leader and follower behaviors observed in all group members.

(3) The leadership patterns of the lead person were described using the following continuum: independent - interdependent - dependent leadership behavior.

(4) The interdependent leadership behavior created pattern and order that provided the freedom for others to be responsible for themselves, which was a major expectation of the group members.

(5) The behaviors of those group members in leadership positions (i.e. lead person) were found to create similar behaviors in the group, so when a lead person exhibited an independent pattern of leadership this also created independent group functioning. This demonstrated the

ability of the lead person to create pattern and order in the group, to a greater degree, than those group members not in that position.

(6) The type of power used most frequently by the group members and the lead person was power-with, as defined by Starhawk (1987), which generates power-from-within for others in the group. This implies that the person in the leadership position, or performing a leadership function, did not impose his/her will on the group, but worked from an understanding of the wishes of the group.

(6) Some group members were observed to impose their will on the group, which is not uncommon among egalitarian groups, as indicated below:

> Some people strive more than others; a few even opt out. Nevertheless, the contest for power manifests itself in some fashion within each human group (Barclay, 1982:18).

(7) The Explorations group were amazed at how insignificant the lead position could be when group members were being responsible for themselves. The responsibilities of the lead position remained ambiguous, and the other group members played down the responsibility of that position. For example, some members did not even recognize someone as in the lead, and others walked purposefully just out of the line behind the leader. This sabotaging of the lead person in the egalitarian group attempted to keep the power diffused.

(8) The focused power that developed at the front of the

group created the tendency for the group to sabotage the lead person. There were situations that presupposed the use of minority and authority decisions in the front. When the focus of power continued to remain in the front it created inequality in the group, sabotage, and increased group anxiety.

(9) The focused power that developed in the T.A. leadership position started on the first trip when she adopted an authority role and used power-over. This behavior resulted in some of the other group members sabotaging her involvement in creating pattern and order in the group.

(10) The concept of leadership is cellular as it is the process that creates and maintains pattern and order in a group. The group was observed to function more effectively when there was a definite lead person who was able to use power-with in the position. The use of power-with helped to diffuse the power associated with the position. When there was not a definite lead person the group was found to function less effectively with poor communication, increased anxiety, and the tendency for the group to divide and go separate ways.

# CHAPTER VII DISCUSSION

## INTRODUCTION

In this chapter a bridge is constructed to connect the findings of this study with the review of literature, and the western culture. It will begin with a short discussion of the Explorations program noting its characteristics, accomplishments, and the importance of understanding the power involved in the leadership position. The next section will discuss how the new paradigm of leadership and the transformation process, described by Ferguson (1976), are reflected in the Explorations program and in the literature on outdoor education programs.

## THE EXPLORATIONS PROGRAM

The Explorations program described in chapter four reflect the values of social anarchism with an emphasis on self regulation, freedom, and individuality, within a supportive group that developed trust and mutual respect. Different decision-making methods were suggested by the professor coordinating the program. The group was left with the task of choosing how they would make decisions. The choice of a consensus decision-making method, the expressed values and expectations, and the observed group functions described the Explorations group as egalitarian.

From the review of literature on leadership, Likert (1967) found that a consistent interrelationship existed between leadership styles and organizational characteristics. This was supported in this study, for the social anarchist beliefs of the supervising professor of the Explorations program were consistent with the values and expectations adopted by the Explorations students on the trips. The characteristics of the Explorations group on the trips were consistent with the leadership behaviors of the lead person. The power involved in the leadership position, to be a part of creating the pattern and order in the group, was observed to be extensive and is not to be underestimated even in an egalitarian group.

Many of the authors in the review of literature, particularly in the leadership and progressive cultural trends, noted that the preferred trend in leadership be toward a more democratic and egalitarian process, as opposed to a more controlling and dominating process. In light of this, the Explorations program would be considered progressive in social development and a reflection of the changing culture.

The Exploration students were found to benefit from this experience. They demonstrated the ability (1) to function in leadership positions using power-with in the egalitarian group, (2) to work effectively as a group, and (3) to be self-sufficient. The goals and objectives, as stated for the Explorations program in chapter IV, were accomplished by the group. The students were able to be responsible for themselves, which was considered necessary before they could be responsible to others as outdoor leaders.

## NEW PARADIGM OF LEADERSHIP IN OUTDOOR EDUCATION

As stated in the introduction of this thesis, the Exploration program was found to mirror the transformation process or paradigm shift taking place in the western culture, as described by Ferguson (1976). This should also indicate that the new paradigm of leadership is being adopted in the field of outdoor education.

The discussion will start with a comparison of the information on the transformation in the 1980's and examples from the Explorations trips.

Personal transformation was described by Ferguson (1976) as the conscious choice to pay 'attention' or become more aware of stress and not deny it. This 'attention' selectively links the right and left brain, to create whole, heart and mind, brain functioning. This enables the individual to see more clearly or capture the whole picture by not denying the information from the right brain.

The Explorations students selectively chose to join the program which they knew would bring untold challenges and potential stress to them. They were on the path to personal transformation with the wish to become more aware of self, others, and nature while developing outdoor leadership skills. The natural, uncontrolled environment of the wilderness was found to create the stress that required attention, and provided natural consequences for avoidance and denial.

A good example of the dynamics of the transformation process observed in the Explorations group will be provided. The group members initially demonstrated the avoidance of dealing with conflict in the group by limiting communication, denying personal problems in the group by blaming others for conflict, and avoiding group debriefing after the polarizations developed on the canoe trip. The group members, determined to complete their remaining three trips and stay together as a group, eventually had to pay attention to the conflicts and resolve differences among group members. After a long discussion, where group members shared their feelings and expectations, the majority of the group members were able to work effectively together, but only after greater understanding and clarity of the problem resulted. On the last trip, they decided to stay in touch with each other by holding a debriefing session every evening. They had realized the benefits of paying attention to conflict, and the pain of denial. As Ferguson (1976) stated, once one discovers the healing that occurs with attention, it continually eases the way for the next transforming event.

Personal transformations were observed to be the process with which effective leader and follower behavior developed in the Explorations group. A continuous cycle of conflict and denial, kept recycling until the disruption e ventually created awareness, attention, understanding, transformation, and clarity. The experiential education process that gave the students the freedom to work through their conflicts in their own time and space is considered an important prerequisite for personal transformation.

When comparing the review of literature on outdoor leadership with the information of the transformation in the 1980's, many of the authors cited were found to describe outdoor leadership using the concepts from the new paradigm of leadership. For example, Henderson and Scott (1981) provided a holistic view with the different approaches to wilderness travel. Then Henderson (1981) advocated an integrative holistic approach to outdoor education programs, with the need to develop the art and science of outdoor leadership. Henderson (1981) stated that in order to develop the art of outdoor leadership a process of internal questioning needed to take place, where one asks the following questions.

> Am I being genuine with myself as a human being amongst other human beings?
>
> Do I teach or do I manipulate? (Henderson, 1981:90)

Henderson (1981) also presented a more natural way of leading and helping others, using the philosophy from the egalitarian Native Indians. One must first learn to be responsible for oneself, and that a leader is only responsible to the group and not for the group. This approach would give the outdoor group members the freedom to be responsible for themselves.

One last idea that Henderson (1981) shared, was the idea of senseless travel that provides the freedom for each individual to experience the outdoors in their own way. The design or schedule of the first three Explorations trips were found to not provide this freedom, and the Howes trip was more representative of senseless travel. Even on the last trip there were suggestions to create more structure by drawing up a work schedule. A few group members had to strongly state the preference for as little structure as possible. This example demonstrates the tendency for groups to over-structure themselves, and the task of the leader to modify this tendency by example.

> Mountains should be climbed with as little effort as possible and without desire. The reality of your own nature should determine the speed. If you become restless, speed up. If you become winded, slow down. You climb a mountain in equilibrium between restlessness and exhaustion. Then, when you're no longer thinking ahead, each footstep won't just be a means to an end but a unique event in itself (Pirsig, 1974:198).

Buell (1981) described leadership as operating on three levels, describing how to lead effectively in an outdoor program that structures leadership hierarchically. On the first level, the outdoor leader must be willing and able to take a stand on issues of safety, and make authoritative decisions if necessary. The second level related to group functions: how the outdoor leader should function democratically to create an environment with everyone taking part in determining the patterns and structure in the group. On the third level, when interacting with individual group members, the leader responds in a laissez-faire manner giving them the freedom to be responsible for themselves. This description of outdoor leadership provides a model for the T.A. leadership position in the Explorations program. Effective leadership could result by combining this approach with an understanding of systems thinking, Tao, or, in other words, process. These levels of leadership also reflect some of the concepts outlined in leadership through differentiation, by Friedman (1985), which is reflective of the new paradigm of leadership using a systems approach.

Rogers (1979) designed a model for adventure outdoor leadership development. The important part that reflected the new paradigm of leadership was the need for direct experience and feedback on leadership. As quoted earlier, no one can discover the world for anyone else; and direct experience, living with others and with nature, is a necessary element to any outdoor leadership development program. Leadership feedback was recommended by Rogers (1979), and feedback is considered a conscious choice to be aware and pay attention, therefore it is a part of the transformation process. Feedback is considered important in leadership development, though, one can collect feedback in a number of ways, other than direct verbal feedback.

The Wholistic Leadership Development Model, by Benson (1987), describes a shift in focus taking place in outdoor leadership development. The shift is from an emphasis on the hard skills (science) that are necessary, to include focus on self development (art). This model shows how to develop the art and science of leadership by developing work skills, people skills, and self skills, so the whole outdoor leader would be the focus. Benson (1987) takes leadership development full circle to emphasize the principles and the process; knowing how change takes place by understanding cognitive process and how to best facilitate change.

The discussion above demonstrates that the field of outdoor education has been moving in a progressive direction that reflects the new paradigm of leadership by promoting individuality, freedom, and self-development in the outdoor leader.

The struggles found to exist in operating the Exploration program within an conventional education system describe the difficulties of integrating the new paradigm of leadership with the old. As Barclay, (1982:8), stated, "authority as a social tool is an attitude". It is no easy task changing attitudes, as many environmentalists have found. As Starhawk (1987:9) was quoted in the review of literature:

> We are so accustomed to power-over, so steeped in its implicit threats, that we often become unaware of its functioning only when we see its extreme manifestations. For we have been shaped in its institutions, so that the insides of our minds resemble the battlefield and the jail.

The struggle is with those who are still shaped and molded to accept a power-over way of being. They will attempt to sabotage the interdependent leader who uses power-with, by criticizing their behavior as indifferent, lazy, irresponsible, and so on; then attempt to triangle them into taking more responsibility for others.

Those who have managed to break free from the use of power-over, and the attitude that it is a necessary social tool, will be required to learn to live with others who use power-over in groups, in organizations, and in social institutions. An important lesson was gained in the 1960's: that to impose the will of the group through demonstrations was to still be part of the attitude of power-over. The aquarium conspiracy, as proposed by Ferguson (1976), has been described as active leadership; to be a part of a system and to be a part of creating and maintaining the pattern and order that reflects the new paradigm. As Friedman (1985) stated, what is required of differentiated leadership is to defect in place; maintaining your beliefs and values and operating from an 'I' position while staying connected with the group, which may have opposing views. This is not an easy task as observed in the Explorations program. The person in the T.A. leadership position absorbs most of the stress in the Explorations program, for they are on the front line where the old paradigm of leadership intersects with the new paradigm. A challenging, but rewarding, task to accept.

# CHAPTER VIII CONCLUSIONS AND RECOMMENDATIONS

## INTRODUCTION

This chapter provides a final description of the leadership process, the egalitarian group, power and leadership, and outdoor leadership in egalitarian groups. Based on the findings of the study and the perspective developed by the author, the two questions asked in the introduction will by answered. These questions were concerned with the cultural expectations of wilderness travel and the applicability of leadership theories from management in the wilderness. The final section will provide the recommendations for further study, though this list is far from exhaustive.

## OUTDOOR LEADERSHIP IN AN EGALITARIAN GROUP

This is presented as a preliminary perspective for outdoor leadership in an egalitarian wilderness travelling group. This study extensively explored the process of leadership and decision-making in one group of wilderness travelers, so more research will be needed to substantiate the findings and the perspective presented below.

### The Leadership Process

Leadership was defined as the process of creating and maintaining pattern and order in a living system. As a process it is ongoing. To create pattern and order in a group is to display leader behavior. To maintain pattern and order in a group is to display follower behavior. The process of leadership involves the dynamic interdependent relationship of both leader and follower behavior.

> ... as J.M. Burns (1978) noted, that there are no sharp boundaries between the roles of follower and leader. Moreover, leaders and followers exchange roles over time and in different settings. Many persons are followers and leaders at the same time (Stogdill, 1984:254).

Leader and follower behavior become more distinct when some group members are barred from leader behavior, and when group members choose to exclude themselves. "They are the apathetic, the alienated, and the anomic" (Stogdill, 1984:254).

The process of leadership functions on the cellular level (Friedman, 1985), with the leader determined by the position in the group and by the functions performed in the group. It is from the leader position that the integrity of the system is maintained, and from which new pattern and order can easily be created. The process of leadership functions in all groups or systems and the power of the leader position is extensive.

### The Egalitarian Group

The nature of the egalitarian group creates the expectation that all the group members will be given the opportunity to be part of the process of leadership to create and maintain the functions of the group. It would be the responsibility of each individual to determine the extent to which he/she is part of the leadership process.

As Barclay (1982) stated, some will choose to opt out, and others will eagerly wish to take part in the play of power that takes place in all human groups.

The expectation in the egalitarian group would be for all group members, and for those in a leadership position, to use power-with, as defined by Starhawk (1987), as opposed to power-over. This implies that power not be used to impose the will of one or more group members on the group or to push the group in a direction it does not want to go. Most importantly, then the power of the group would not be used to impose its will on the group members either.

A sense of interdependence in the group is required to maintain the delicate balance between the power of the group and the rights and responsibilities of the individual. Interdependence has the qualities of self-sufficiency and the wish to be a member of a group. Self-sufficiency is the ability of group members to be responsible for themselves and to uphold their individual rights. Each individual has the right to be accepted as a unique human being, and has the right to have personal opinions and beliefs that may or may not be similar to those of the groups. The right to be an individual or different is the right to be self differentiated, as defined by Friedman (1985). At the same time, the individual has the right to choose voluntarily to be a member of a group. This choice of membership also includes the choice of being responsible to the group goals and objectives, and taking full responsibility for him/herself. In the egalitarian group, personal freedom would be paramount in promoting individuality within the group, voluntary cooperation, and self-regulation. A delicate balance is needed to sustain harmony and maintain the nature of the egalitarian group.

Group decision-making would be made in a consensus spirit. Major decisions would involve consensus decision-making, particularly those decisions that affect the whole group. The work of the group would thereafter be decentralized, with individuals required to be responsible for themselves and for participation in group functions created and shared on a volunteer basis, ideally including the leader positions. Once group norms are established and moved away from the group decision-making process and into the task (i.e. trail), many of the decisions would be personal decisions and authority decisions. The authority decisions would be made by those in leader positions, but always with the understanding of the wishes of the group. The expectation of the group would be for interdependent leadership behavior, in which the leader maintains at least, and preferably, minimal contact with the group, with self-sufficiency in the task.

### Power and Leadership

By integrating the findings of the study with the information on transformation, as described by Ferguson (1980), and the types of power, as described by Starhawk

(1987), the following insights were arrived at by the author.

Leadership patterns that create pattern and order in a group using the power of the mind or left brain predominately, through an application of theories or an adoption of roles that are prescribed, would be imposing a subjective reality onto the group. This has been referred to as power-over by Starhawk (1987).

The independent leadership pattern observed in the Explorations group is believed to be associated with the predominant tendency to use left brain functioning and power-over to create and maintain pattern and order in the group. The independent lead person was described as disconnected from the group, yet in a position to create and maintain pattern and order in the group. The lead person may be disconnected from the group physically with lack of communication, or emotionally with lack of awareness of the group needs and wishes. The situations that tend to promote independent leadership behavior include an unbalanced focus in the group or in the leader to complete the task, and a tendency to deny relationship needs in the group; or due to an avoidance of communicating personal feelings by the group members or by the leader.

Leadership that is open, allowing pattern and order to evolve naturally within the group, is using the power from the heart. This type of power was referred to by Starhawk (1987) as power-from-within. To access the power from the heart is to access truth and an objective reality. This truth is simple, though true simplicity is not easy to accept. We are all one and in relationship with all. This understanding provides an unconditional acceptance and bonding with everyone and with everything. To access truth and the power of the heart one must calm the mind or left brain to explore deeper feelings. With the mind calm, a connection is possible to the wisdom of the heart or right brain that has access to deeper understandings and feelings. This process was referred to as personal transformation (Ferguson, 1980).

Leadership patterns that create pattern and order in a group using the power of the heart or right brain predominantly, through a strong focus on emotions and relationship functions, will also be imposing a subjective reality onto the group. Power-over is used to control and create a conformity or stuck-togetherness at the expense of personal freedom and personal identity.

The dependent leadership pattern of the lead person, as observed in the wilderness trips, would function predominantly using the right brain. There was an over-concern for the emotions of others which was draining for the lead person. This over-concern might be interpreted as a fear of lack of control or a fear of rejection or loss, when at an extreme. Being in a position to create pattern and order, the dependent lead person uses power-over to ensure control and promote a high degree of communication at all times. The extreme outcome to dependent leadership is the lead person being powerless, and being a martyr to the most dependent in the group.

To evolve to a point in which an integration and balance is maintained between polarities of mind and heart, or right and left brain, is to access truth and true wisdom. This inner knowing and expanded consciousness truly works to help heal the world. Ferguson (1980) referred to this drive to heal the world as an aquarian conspiracy and social transformation. Taoists refer to this ability to heal the world as the ripple effect (Heider, 1985).

The interdependent lead person, described in this study, created a balance with maximum personal freedom, while maintaining a bond with the group. This lead person was integrating the functions of the heart and brain, and accessing truth or an objective reality. This person is emotionally in touch with the feeling of self and the group members, and has clarity or understanding of the group process and tasks at hand. To function at this level requires a bonding and deep sense of trust and understanding with all group members. The more spiritually developed the leader, with a sense of oneness, with an understanding of how things work (Tao), and with a sense of individuality and self-sufficiency, the more able the group will function interdependently.

Power-with was used by the interdependent lead person, for the use of power-with creates a situation in which the group members are responsible for themselves, as well voluntarily accepting being responsible to the group. Power-with implies an understanding of patterns and process and how they can be shaped and molded. It does not imply imposing one's will on the group. The interdependent lead person is responsible to the group to maintain a balance between the power of the group over the individual and power of the individual over the group, by modeling not imposing, the values of an egalitarian group.

As seen in the chronology of events on the wilderness trips, the leadership behavior of the lead person varied and fluctuated situationally. The group and group members were continually in process, shifting from one polarity to the opposite, changing and adapting to the situation, while learning from the feedback received from others, self, and environment. To use power-with in the group, the lead person creates the freedom for the process to evolve naturally with minimal intervention.

### Outdoor Leadership in an Egalitarian Group

Outdoor leadership was defined as the process of leadership that takes place in the context of outdoor education programs. This implies that the outdoor education program is part of the conventional education system which structures leadership hierarchically. The outdoor leader is then assigned a leader position within the program that serves to link the ideology of the education system with the group. The outdoor leader in that position may also be given the power to grant rewards or enforce punishment where deemed necessary.

The outdoor leader of an egalitarian group would be only granted last resort use of power, usually veto power on decisions made that could potentially risk injury or death of a group member. This ultimate power would be to inform the group member(s) that if they persisted with their decision, they would be officially acting as a self entity with the responsibilities of the educational system cancelled. An alternative to this is for the adult participants to wave the responsibilities of the educational institution. The participants could design and sign a waver form that would say that at any time the outdoor leader advised the group of a risk they would be considered informed of the risks. If the information was not accepted by the group or a group member, and for whatever reason if they preceded with taking the risk the person(s) would be acting as a responsible adult being fully informed and aware of the risks. The major responsibility of the outdoor leader is to assess the risk in every situation, and provide input into any decision that risks the injury or death of a group member.

A summary of the major functions of outdoor leadership in an egalitarian group include the following.

1. Strive to work with the power from the heart, being open to feelings and expressing your love, bonding, and

oneness with nature and those in the group, that includes keeping a balanced focus on the tasks at hand; while also striving for and promoting individuality and self-sufficiency in the group by modeling these characteristics. This will provide access to a deeper truth, a more natural way of helping, and promote the use of power-with in the group.

2. Introduce the program with the outdoor leader presenting his/her personal philosophy, goals and expectations of the program, and the individual rights and responsibilities of the group members that are representative of the values of an egalitarian group. Then ask for the group members to share their own philosophy, goals and expectations of the outdoor leadership program, and understandings of individual rights in an egalitarian group.

3. Explain the responsibilities of the outdoor leader assigned by the education system, and determine the alternatives available that could enable the group to safely assume responsibilities for themselves.

4. Communicate that every group member has the opportunity to be a part of creating and designing the functions of the group. The outdoor leader, as a group member would take part in the initial decision-making creating the group functions, highlighting only important values, beliefs, and tasks and maintenance group functions. These comments would be made using statements, like "I believe..." or "I have found in the past...", and so on. These should be

made delicately to avoid resistance and to balance out the differential in power as much as possible.

a) One recommendation would be to adopt the teepee method of group discussions, where every group member states his/her views, following one after the other in a circle.

b) Another recommendation is to ideally design trips so that a balance between the time spent in the campsite equals the time spent on the trail to provide some equal personal time. A relaxed and flexible route will also best meet the needs of all the group members. The mode of travel (ie. skiing vs snowshoeing) that creates the greatest equality in ability is recommended for the first trip.

5. Communicate to the group the risks involved and with the involvement of the group determine ways of planning, training, and preparing for the wilderness trip that work to reduce the risks.

6. Allow the group to make mistakes, stew over conflicts, and evolve on its own, with as little intervention as deemed safely possible.

7. Focus on the dynamics of the group, watching the ebb and flow between polarities, as the group shifts in focus.

8. Check anxiety in the group when needed by providing a different perspective (i.e. share positive highlights or an insight to a situation).

9. Facilitate the group tasks and maintenance functions as

needed using interdependent leader behavior and model the values of an egalitarian group.

10. Be playful with the sabotage that results with your interventions and also in a playful way avoid being triangled with the problems of other group members. The ability to be playful when group anxiety is high will work to check anxiety.

11. At the end, facilitate a closure that creates a full understanding of the dynamics of the trip, noting highlights and concerns keeping the perspective balanced. Share your experience and feelings openly with the group.

These points highlighted above relate mainly to the art of leadership, which is "the concern for the groups intrinsic growth" (Henderson, 1981:87). The science of leadership, which is concerned with the specific knowledge and skills associated with leading a trip, is equally important. With the openness and carefree atmosphere needed to promote egalitarian values, this leadership responsibility would be recommended to experienced outdoor leaders.

A basic understanding must be shared with the group, that experienced outdoor leaders are still in the process of learning and that the development of the art and science of outdoor leadership is a life long process.

Central to the development of outdoor leadership is the experience with democratic group living. As Buell (1983) states it stresses the importance of individual rights and at the same time the individual realizes the importance of follower behavior in a cooperative group and in the leadership process. Extended wilderness travel in an egalitarian group is viewed as a necessary component in outdoor leadership development.

QUESTIONS ON OUTDOOR LEADERSHIP

This scientific journey started with many questions concerning outdoor leadership. The answers to the two questions noted in the introduction to chapter one will be attempted.

What are the cultural expectations of a wilderness trip, and how do these expectations affect outdoor leadership? The results of this study reflect the four reasons why people participate in extended camping as outlined by Henderson (1981:31).

> 1. For the experience of achieving on one's own.
> 2. To be part of and participate in joyous group life - to make a moment special.
> 3. To experience a sense of harmony and belonging between the land and oneself - to sense a purpose in living.
> 4. To sense a closeness for those who were part of the land in the past - they are our roots to this land.

Two major themes arrived at in the study of wilderness travelers were survival and freedom. Survival required awareness of the natural environment and the human condition (self), that increased the wilderness travelers ability to adapt. Freedom was gained because they developed a sense of self-sufficiency which gave them the freedom to live outside the controlled urbanized environment or within it. To be able to survive and have the freedom to travel in the wilderness on extended trips was to experience the four points listed above.

These four cultural expectations strongly affect the outdoor leaders' approach to the wilderness traveling situation. Specifically, a more democratic approach is needed with the participants taking part in the leadership process, so when they are done they will say, they did it themselves.

Do leadership theories from management apply to leadership in wilderness traveling groups? Based on the personal perspective arrived at through this study, the answer to this questions is yes and no. Yes, leadership theories identified from the new paradigm do apply, such as theory of differentiated leadership (Friedman, 198 ) and Tao of leadership (Heider, 1985). Leadership theories identified from the old paradigm were found to reflect only a part or parts of the essence of leadership; therefore they are beneficial for study with this understanding. The answer to this question is also no, because to apply a theory or prescribed role like a recipe requires functioning out of the left brain predominantly. To access truth and wisdom outdoor leaders need to function equally from the heart or right brain, being themselves and relating to the group on what one truly believes or perceives. Experimentation is part of the learning process; therefore this answer is not definite. The risk a leader takes when applying theories or prescribed roles is to impose this reality onto the group, or the group may be subscribing that reality onto the leader. In either case, to act out a prescribed reality is not as powerful as projecting a strong sense of self-knowing.

## RECOMMENDATIONS FOR FURTHER STUDY

The findings in this study will need to be verified with further study. Particularly more data collection from the field, observing other egalitarian wilderness traveling groups, is needed to address the following:

1. Outdoor leadership patterns of the lead person varies situationally along a continuum: independent - interdependent - dependent. The process is cyclical in nature swing from one polarity to the other.
2. Interdependent leadership behavior integrates more effectively with the egalitarian group.
3. Self development and awareness is integral to the development of the art of outdoor leadership, which is concerned for the intrinsic growth of the group.
4. Consensus decision-making initially requires the time for considerable verbal communication when the group members are creating pattern and order, or forming their values, beliefs, and expectations. Once the group has developed pattern and order, with an understanding and knowledge of how the group functions, verbal communication

decreases and more personal and authority decisions are made with non-verbal consensus from the group.

5. The use of power-over in an egalitarian group undermines the individual rights of the group members and undermines the egalitarian values. It should be used as a last resort only, and directly related to the safety of the group. The imposing of theories or prescribed roles should also be avoided, allowing the group process to evolve naturally.

Spradley's methodology produced surprising results, and the simplicity of the tasks should not be judged so. There was a resistance to the methodology as it was very time consuming. The process was found to develop lateral thinking and new insights. It is highly recommended particularly for studies of one's ow[illegible]lture.

There is a need for more research in the area of outdoor leadership and wilderness travel. The problem with this is that those interested in the area are also interested in being in the outdoors as much as possible. No problem is insurmountable but just a challenge to one's creativity.

# EPILOGUE

This study was a personal, theoretical, and scientific journey that started with one step - 'I know that I don't know.' This one step was taken from the first level of knowing - 'I don't know that I don't know', with many years spent trying to work with only pieces to the puzzle. With the conclusion of this study the next step was achieved - 'I know that I know' as all the pieces to the puzzle create a complete picture. This is not the end of the journey but a new beginning, as the understanding must now be integrated into my life as a final test of truth. The journey may lead to the next level of knowing - 'I don't know that I know'.

## LEVELS OF KNOWING

I don't know that I don't know. (Denial)

I know that I don't know. (Awareness)

I know that I know. (Understanding)

I don't know that I know. (Wisdom and Full Integration)

"True fortitude of understanding consists in not letting what we know to be embarrassed by what we don't know" (Ralph Waldo Emerson).

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## APPENDIX I: QUESTIONNAIRE

Personal Characteristics:

Please fill in the following questions with information known prior to the first Explorations trip to the Churchill River.

1. Date of Birth______________________________.

2. Sex M/F.

3. Program of study ____________________________________.

4. Year of the program of study________________.

Outdoor Experience:

1. Number of years you have canoed:
1 2 3 4 5 6 7 or more (circle one)

2. Number of two day or more canoeing trips you have taken part in: 1 2 3 4 5 6 7 or more (circle one).

3. List all the canoe courses and/or canoe certifications you have received: Please indicated year received.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

4. Number of years you have cross country skied:
1 2 3 4 5 6 7 or more (circle one).

5. Number of two day or more cross country ski touring trips you have attended: 1 2 3 4 5 6 7 or more (circle one).

6. List all the cross country ski courses and/or certifications your have received: Please indicate year received.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

7. List the agencies you have worked/volunteered for as an outdoor leader, and list the number of years you have been with them: Please indicated the year.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

THANK YOU!!!!

# APPENDIX II: CHRONOLOGY OF EVENTS

## Overview

This section includes a chronology of events for the four Explorations wilderness trips. The first chronology is formatted differently, as it was written in 1986. A new format was adopted to try and shorten the length, though the format did not accomplish this aim. The last three chronologies were written in 1987 and 1988. The new format is more like the format of the log books that the Explorations students used, with quotes taken directly from the log books. The use of military time was representative of only two log books, and chosen by the author for no specific reason. The other log books indicated time using PM and AM.

## A Chronology of the Chruchill River Canoe Trip

It is August 26, 1985, and the day to leave on the canoe trip has finally arrived. All the participants with their personal gear in hand arrive at the university between 6:00 and 6:35 AM. Excited about the departure, all the gear is hurriedly loaded into the university-owned canoe trailer and van. The professor coordinating the Explorations program arrives at 7:00 AM and to his amazement finds the group almost ready to go. There were only a few last minute details to attend to like photocopy a few poems from a book and to use an instabank to get some spending money. The Explorations group are together again for the first time since April, 1985.

Everyone is ready to go but before departing the coordinating professor calls a meeting to formally introduce the graduate student (T.A.) for Explorations 1985-86, and to discuss her role and responsibilities. The students have the responsibility to develop and organize outdoor trips that will assist them to explore and develop outdoor leadership skills. The T.A.'s responsibilities are to facilitate the group as they work toward meeting their goals and objectives and accompany them on their trips. While on the trips the T.A. must ensure the group is not negligent with regards to safety. Ultimately the T.A., the coordinating professor, and the dean of the faculty are legally responsible for the safety of the students in the program. This legal responsibility gives the T.A. veto power over any decision the group makes, but only as a last resort, to ensure the safety of the group members. The information is presented to the group and the response is: "Yes OK, let's go." The group is exciting about departing and no one raises any objections at this time.

After a few pictures and "Good luck, have a great trip," from the professor and dean of the faculty, the group jumps into the van to leave. Instantly the uniqueness of the Explorations program is demonstrated when one of the students climbs into the drivers seat. The twelve hours of driving to Lac La Ronge in Northern Saskatchewan will require more then one driver. Before driving out of the city, the gas tank is filled while some group members visit McDonalds to take out breakfast. By 8:30 AM the van is heading east toward Llyodminister.

Traveling with the Explorations group are two foreign graduate student who have volunteered to help shuttle the van and canoe trailer. After the group departs on the canoe trip the two graduate students will drive the van and trailer to where the canoe trip will end. They will leave the keys for the van and leave the van and trailer with the RCMP at Pelican Narrows, and then take a bus back to Edmonton.

Most of the passengers fall asleep in the van, having gotten up at 5:00 AM that morning. A few are reading, listening to Walkman cassettes, or looking at maps. Overall there is quiet and calm in the van. The hours tick by with stops every four hour or so to get gas. About every two hours someone changes with the diver. Lunch is eaten while traveling, with most eating a bag lunch brought from home and a few purchasing their hunch at a gas stop. The day is sunny and cool with clear blue skies.

As the trip progresses, clouds become more numerous and a strong wind buffets the van. Mark has lain on the floor of the van to sleep and complains of a sore throat and headache. It is a terrible time to catch a cold. When stopping in Prince Albert for gas the purchases are made for more fishing gear, for bus tickets for the graduate students to travel back to Edmonton, and for a case of beer for the evenings campfire.

At 7:30 PM the van is driven into La Ronge where fishing licences are purchased. After finding the RCMP station, John registers the group giving the names of all the group members, the canoe route to be traveled, the contact name and phone number of the professor from the university, and the date the group is expected to be finished the canoe route. If the group does not finish within a day or so, rescue procedures will be activated. The group has dinner in a restaurant before they drive to the campsite at Nemieben Lake.

There is no one at the campsite office to register the group when the Explorations group arrives at 9:30 PM, so the group drives to a campsite closest to the lake. Mark and Frank start to cut wood for a fire while the rest set up the tents. It is time for a beer and to discuss how the group will function on the trip. The group decides to eat as a group and not eat in two groups of four as initially planned. Two people will cook each day, but no more structure will be incorporated. Everyone will voluntarily decide to do his or her share of the work. A lantern will not be taken. The lead canoe will change throughout the day to allow everyone the opportunity to lead. The bow and stern canoe positions will be shared as well. Canoe partners will change every two days. These decisions are made quickly with Ted providing many of the suggestions in the discussion, with Nancy and Tammy's assistance.

Janice decides to discuss the role and responsibilities of the T.A., elaborating on the coordinating professor expectations. Initially Janice is to take the lead canoe position and review procedures for scouting and paddling a rapid as well as determine the canoe skill level of the group. After ensuring the group is capable of leading themselves, the T.A. will become a facilitator to the group. This elaboration spurs discussion, as some members of the group question these expectations due to their expectations of what explorations is all about. Janice explains that the T.A. must just ensure a progression in the level of difficulty takes place concerning paddling rapids. Also, no member of the group can decide to paddle anything that the T.A. considers a potential life threatening situation. An example is given to the students where one ledge looks easy to paddle but a mistake would mean the paddler swimming over a waterfall. When on a canoe trip that is not sanctioned by the university individuals can take this type of risk, but not on this trip. These strong statements are taken as fact by some while others resent being told and not having their maturity and judgement respected. Mark is worried about these standards restricting him from paddling rapids he feels capable of paddling. He mentions that he instructed whitewater canoeing all summer. Janice attempts to convey that he should not be a problem as long as a progression is followed. Many go to bed around 11:00 PM while a few discuss this further, and then everyone heads for his/her tent to sleep for the night.

Janice is not happy with the role she had decided to assume based on the expectations, now knowing the high level of ability in the group. After much thought she decides to delegate the leadership responsibilities the next morning.

DAY ONE

The night before Nancy and Tammy had volunteered to be cooks for the day so they woke up around 6:20 AM to start a fire and prepare for breakfast. Janice is up early too because the three women have slept in the same tent. After realizing that the third person would be awaken by the cooks Nancy recommends to the group that the cooks for the day sleep in a separate tent for the rest of the trip.

The morning is very cold with clear blue skies and a slight wind. It looks like it will be a great day for canoeing!

By 7:10 AM all the other group members are up and ready for breakfast which is oatmeal with dried apples, brown sugar, powdered milk, and hot water all mixed together. Hot drinks are also prepared with an option of coffee, orange juice, or hot chocolate. Dishes are washed and the tents are taken down while the cooks prepare for lunch and dinner.

Janice decides to call a short meeting to discuss a suggestion she has to delegate the leadership responsibilities. The group accept her comments in silence, and respond by saying okay, but lets go.

The following leadership responsibilities were delegated: Mark - navigation; Ted - loading canoes, and portaging canoes; John - first aid; Nancy - food preparation; Tammy - campfire activities and environmental awareness; James - campsite selection and set up, and latrines. Janice explained to them it was up to each individual to determine how, where, when, or if they wanted to accept the leadership responsibilities she suggested. Janice hoped to discuss this with the group and facilitate skill development in these areas of responsibility. The students agreed less than half heartily and did not want to discuss these suggestions.

By 9:30 AM all the gear is packed and carried over to the wharf. The canoes are unloaded from the trailer and placed in the water, tied to the wharf ready to load. Individuals approach others to ask them if they have a canoe partner. If they respond no the two become partners.

A few canoes are already being loaded, so Janice asks Ted if he could discuss with the group the various ways to load a canoe. Somewhat reluctantly, Ted explains that the canoe is loaded so most of the weight is positioned in the canoe so it heads into the wind. This morning the canoeists will be paddling into the wind (head wind), so most of the weight will be in the bow of the canoe. A wind blowing in the direction the canoe is traveling (tail wind) requires the load to be shifted towards the stern of the canoe.

Ted also mentions various ways to fasten the gear to the canoe. When paddling in the rain or in large waves, water collects in the bottom of the canoe so the gear is loaded on top of branches that are laid on the bottom of the canoe, and on top of a plastic tarp this is wrapped over the gear and tied down using ropes. The method suggested for today is to fasten the gear by using the duluth shoulder straps to wrap around other gear and a thwart before being rebuckled.

After everyone loads the canoes, Frank leads a discussion on navigation. He explains the route for today and reviews how to take a bearing using a compass. Everyone listens intently and appreciates the review. Janice asks Frank if it is safe to paddle down the middle of the lake. Frank explains it is best to paddle close to shore, perferablly the distance equal to what the canoeists feel they can comfortably swim to shore. Also, with the wind it is better to paddle on the lee side of an island, which will provide protection from the wind and waves.

The shuttle driver take a few group pictures and receive explicit instructions on what to do with the van, trailer, and keys. Everyone thanks them for their help and wave good-by as the canoeists get into the canoes and paddle away. It is 10:10 AM and a long day of paddling has begun.

Mark and Frank are lead canoe and Nancy and James are sweep, or the last canoe. Tammy asks Janice why she is not taking the lead or second canoe position. Janice explains that on a lake situation is is not necessary, but on the river she would need to be close to the lead because the reaction time needed to avoid a dangerous situation is shorter. Janice decides that this situation does not require her close and constant scrutiny for safety.

Paddling into the wind, close to the west shore the canoeists maintain a steady pace. John and Ted travel out further away from shore, while the other canoeists travel in line behind the lead canoe.

Frank stops in different coves along the west shore to assist anyone who is having difficulties following along the map precisely. At one cove Mark shares a quote that reflects what the Explorations program is for him and maybe for other group members. Everyone appreciates him sharing the quote.

The canoeists start the morning on the far south shore of Nemeiben Lake and intend to paddle to the far north shore. The distance is twenty miles with no portages. Everyone is smiling, laughing, and happy to be started on the trip. The fresh clean air, wide open expanse of lake and sky, and bright warm sun are a few of the natural wonders the group have come here for.

After an hour of paddling, having traveled three kilometers, Ted and John decide to take the lead by being the first to depart after a stop in a cove to check the location on the map. They take the group across a wide channel of water during fairly strong wind gusts, instead of paddling on the lee side of an island and staying close to shore. There are a few raised eyebrows and questioning looks but the group follows in line behind them. It was the fastest route but it would be a long swim to shore with an up turned canoe loaded with gear.

The times goes by quickly as the canoeists adjust to new canoe partners. The wind has decreased in strength and the pace is now very relaxing and laid back. Layers of clothing are removed as the day warms up.

After a few probing questions the group decides to paddle to a small island to have lunch. On the lee side of the island the sun is hot. Tammy decides to go for a swim to cool down, while the others prepare to fish, lay down on shore to absorb some rays of sunshine, or unpack lunch from the canoes.

Nancy has unpacked cheese, garlic sausage, and zuchinni bread for lunch. After lunch the fishing and resting resume. The need to start paddling forces the lunch break to a close. An hour has passed so quickly.

While paddling past an island, the group spot motor boats docked and a man on shore. The canoeists paddle over to talk to him, and he mentions that good weather is predicted for the next few days. He wishes the group good luck as he waves good-by.

The lazy feeling developed at lunch continues throughout the afternoon. Paddling positions changed after lunch and the lead canoe changes every two hours or so. Those intent on fishing troll while canoeing, by dragging a hook on a line behind the canoe. While paddling close to shore Tammy looses a hook when it snags a rock or wee. Shortly after, Janice, thinking that her hook is snagged, realizes she has caught a fish. John kills it for her using the end of a paddle, to the disgust of Janice and Tammy who are canoe partners. They decide that the worst part of fishing is having to kill the catch. After this delay and obvious impatience shown of the others, little fishing is done the rest of the afternoon. On rest stops a few casts are made and at times the hook is trolled behind the canoe; otherwise the group picks up the pace and only has rest stops about every hour. The group becomes intent on reaching the scheduled destination.

The sun is setting and there is still two more kilometers to go. Tammy, while trolling close to shore, catches a fish causing the group to stop. John paddles back to kill it for her. At the same time Mark spots a bald eagle, so him and Frank decide to paddle close to where it landed to try and get a picture. While waiting for them the others discuss whether they should find a campsite or continue to the end of the lake. When Mark and Frank return they agree with the others to set up camp, for it is 7:00 PM.

A flat clear area close to shore is chosen as a good campsite by the group. Canoes are unloaded, tents set up, fish cleaned, and a campfire is started after firewood is collected. Dinner is ready to eat by 8:45 PM, with beef lentil stew prepared using dehydrated lentils, barley, corn, carrots, peas, potatoes, beef broth and spices. Beef jerkey, smoked salmon jerky and fried fish are also served for dinner. Only a few group members would eat the fish so Tammy and Janice announce that they will not fish again unless it is necessary. The beef lentil stew was cooked over the fire.

The activities this evening include John and James fishing, while the others write in their log books, wash dishes and pots, and store group gear under the canoes which are brought on shore and placed upside down. The campfire burns brightly all evening providing warmth and light for the group. Arround 10:00 PM everyone goes to a tent to sleep being tired after a long day of paddling. No one is stiff or sore, just a bit tired.

## DAY TWO

This morning's paddle is interspersed with a series of portages that will connect the canoeists with the Churchill River system. Between 10:00 AM, when the group starts to paddle, and 2:00 PM when they stop for lunch, four portages are completed. The first two portages are only 310 yards and 220 yards long. The last two portages are 530 yards and 500 yards long, and the terrain is very hilly. Some of the canoeists wish to stop for lunch after the third portage but the vocal majority want to continue until after the fourth portage, which leads to a large lake and good drinking water. By the end of the third portage, many canoeists are tired and sore but they continue.

At a beautiful lunch spot everyone hungrily eats the cheese, sausage, and zuchinni bread that is passed around. Orange crystals are added to lake water to make cold fruit drinks. Everyone then has an afternoon sleep while lying in the warm sun. After sleeping an hour or so, Nancy, Tammy, Frank, and James decide to go for a polar dip. The lake is freezing cold but refreshing for the sweaty sore bodies.

Mark has been coughing this morning, has a sore throat, and his cold is draining his strength. Janice has caught James' cold and is exhausted with a very sore throat as well. Care is taken not to spread the cold to others. They drink from separate water bottles and not from the bottles being passed around.

At 4:10 PM paddling resumes after a two hour lunch break. Everyone is tired and only a slow pace is maintained. Two portages remain before reaching Trout Lake. By 7:00 PM they reach the start of the sixth portage, and after some discussion the group decides to complete the portage before finding a campsite.

On the portage the group comes to a fork in the trail.

Mark and Ted head down the trails while the others return to the canoes to continue portaging the gear. When Mark and Ted return everything is portaged to the fork, including the canoes. Mark and Ted describe what they found, with the right fork in the trail found to be the best route, but it leads to a swamp and a narrow channel that must be paddled before reaching Trout Lake. The group decides to stay at a flat campsite that is in the middle of the portage.

Tents are set up, buckets of water collected from the lake, fire is started, and dinner is cooked. Macaroni and cheese is served by Ted, and after eating Tammy fries bran bannock over the fire for dessert. For the first time on the trip a few mosquitoes bother the campers. The sky is fairly clear and the temperature is dropping fast.

Janice starts a group discussion related to personal cleanliness and environmental issues, like washing dishes in the lake. The group decides that all the dishes will be washed by one person every evening, and everyone will wash and brush their teeth away from the lake.

While sitting around the campfire, Nancy suggests that everyone share with the group one high and low for each day of the trip so far. In agreement with this some respond seriously, but it ends up on a less serious level, but it was entertaining and a few people were surprised by a few comments. For example, Tammy was frustrated with the slow pace when walking with the canoes down the portage trail.

After a few campers receive back rubs from friends and write a quick note in log books, many of the campers say their good nights and head for a tent around 10:00 PM. Janice, on her way to sleep, finds some packs and equipment left out and vulnerable to rain. Janice mentions this to those still by the campfire. Ted replies that everyone should be responsible for their own gear and that she should let people take care of themselves. As the last one to go to a tent, Mark decides to cover up the gear and food buckets with the blue plastic tarp before retiring for the night.

DAY THREE

The group had decided the evening before to get up at 6:00 AM and to be ready to start by 8:00 AM. Tired and worn out bodies do not comply as a few campers sleep in. James is up first and starts the fire for Frank and John who make oatmeal with dried apricots for breakfast. By 7:48 AM breakfast is ready to eat. A few energetic group members pick some of the numerous blueberries and low bush cranberries to put into their oatmeal to cover up the strong smoky flavor.

After breakfast clean up, all the gear and canoes are portaged to the narrow channel and loaded into canoes by 10:00 AM. Paddling the channel is unique giving the impression of paddling somewhere in Africa, as tall reeds stand four feet tall on both sides.

Today the group must paddle across Trout Lake and complete two portages before reaching Stack Lake. Trout Lake is large, with the total distance to travel today being fourteen miles. The weather is extremely hot, so before starting to paddle across the lake everyone changes into shorts, puts on a sun hat, and applies sun screen. The investigation of an old trading post also delays the group but brings the history of the area alive. A steady paddling pace is set when the canoeists finally start to cross the lake. New canoe partners were chosen this morning.

The canoeists are not very energetic today, being tired from yesterday. The group lake seems endless and there are numerous stops throughout the morning.

At 1:00 PM the group stops for lunch to eat tuna, crackers, and left over bran bannock. In a rush to depart only half an hour is taken for a lunch break.

The afternoon drifts by, as the canoeists paddle at a steady pace under a hot sun. Finally at 4:30 PM the group arrive at the end of the lake to begin the first portage. Upon scouting the rapid, Mark and Janice are excited about paddling this grade three plus rapid. A few other canoeists are discussing strategies as well, so Janice insists that everyone portage the gear and canoes and use the lower portion of the rapid to practice on first. A few members of the group are upset with Janice making a decision that involves no discussion the the other group members. Once everything is portaged, Janice calls a meeting to confront the issue that just took place, and for the group to decide what they should do for the rest of the day. Three alternatives are determined, which are: to set up camp and play on the rapid; to play on the rapid then continue to the next rapid; or to continue paddling to the next rapid and not stop to practice. The discussion that follows becomes very emotional as Ted, Mark, and James are upset with Janice whom they believe to be overprotective. Janice disagrees rationalizing her behavior using theories of leadership. In the end the group decides to camp at this rapid to allow Mark time to review river paddling skills for the canoeists. The canoe lesson includes a review of all the strokes, the eddy turn, the forward ferry and the backward ferry.

An eddy is slow moving water behind rocks, behind points of land, and on the inside bend of a river. Canoeists wishing to find a place to stop, paddle into an eddy, doing an eddy turn.

To ferry is to move laterally across the river, either by paddling upstream with the bow of the canoe pointing to the other shore to do a forward ferry, or paddling downstream with the stern of the canoe pointing to the other shore to do a backward ferry. Both types of ferries are practiced in the large standing waves at the bottom of the rapid.

The sun is sinking low and the temperature starts to drop as it does every night. John and Janice decide to start a fire and begin preparing dinner. After collecting wood a huge campfire is started.

A scream is heard from the direction of the rapid. Running to the shoreline John and Janice observe a canoe rescue as two canoeists, who are swimming beside their capsized canoe, are towed to shore. They emerge from the water shivering and embarrassed. While practicing backferries they had leaned upstream and instantly capsized the canoe. They quickly change into dry clothes while the other canoeists bring the canoes on shore to store for the night.

Frank and John make chili and brown rice for dinner, and a delicious chocolate cake for dessert. The canoe lesson ended at 7:00 PM and dinner is served at 9:00 PM. As a treat before going to sleep, James brings out a bottle of liqueur which he pours sparingly into each cup of hot chocolate. By 10:30 PM many have gone to a tent for the evening, with Janice and Mark staying up until 11:00 PM to write in their log book.

## DAY FOUR

A wake up call from Nancy has everyone out of the tents shortly after seven o'clock. This morning's breakfast is quick and easy to prepare for it is granola with raisins. Hot apple juice is the popular hot drink this morning.

A silence hangs over the group as they prepare for the day, taking down tents, packing food and group equipment, hauling the canoes to the rivers edge to load, and cleaning up the campsite. The group is ready to go by 8:40 AM which is less than the usual two hours, making it a new record.

The next rapid flows into Stack Lake and it is just around the corner. Upon scouting this rapid it is rated as a low grade two. The group decides on a route, as recommended by Mark, and they paddle it successfully with gear in the canoes. The discussion and success of the paddle excites and energizes the group as they travel at a steady pace down the river.

The canoeists rate the next rapid as a grade three plus rapid, with the standing waves at the bottom having the potential to completely swamp a canoe. This rapid is portaged by 10:10 AM.

The third rapid flows from Stack Lake into Mountney Lake. The group reaches it by 11:00 AM and start to scout it. Mark recommends that the first part be portaged but that the second part of the rapid could be paddled. After the first section is portaged, all the gear and one canoe are portaged to the end of the rapid. Three canoeists decide not to paddle the last section of the rapid. Mark will paddle solo while the other two canoes are paddled tandem. The decision is to paddle it on river right.

Those not canoeing have throw bags ready to rescue canoeists should any canoe capsize, and they also have cameras ready to take pictures. The blueberries are fantastic along this rapid and Tammy collects many in a plasitic container to save for a future addition to a meal.

Paddling a rapid is exciting as the sternperson and bowperson must work together, requiring a high degree of communication, coordination, and skill. Everyone paddles the rapid successfully with only a small amount of water splashing overboard. The challenge and excitement leave one's heart pounding rapidly and there is an overall sensation of accomplishment and comradeship. "Yeh, we did it!

It is 12:15 PM when the last canoeists finish paddling down the rapid, so the group decides to have lunch before they load the canoes.

Mountney Lake is not a large lake and at the end of it are two small rapids that the group paddles through with gear in the canoes. These rapids flow into the very large Nipew Lake which must be paddled this afternoon for the canoeists to remain on schedule and reach Hayman Lake. This requires twenty miles of paddling today.

Nipew Lake appears endless. A tail wind spurs the idea of attaching the canoes together and using a tent fly to sail across the lake. Frank has a sailing background so he coordinates the operation. The canoes are tied parallel to each other. The top two corners of the tent fly are fastened to canoe paddles and the bottom corner of the fly ties to the outside canoes. The bowperson in the outside canoes of the raft stand and raise the fly until it fully catches the wind. Those paddling in the stern have the paddles in the water out behind them using them as rudders to steer the raft of canoes. From 3:00 to 4:30 PM the canoeists enjoy a rest from paddling while sailing across Nipew Lake, but when the wind changes direction the fly is packed away and paddling continues.

At 5:30 PM another small rapid is paddled successfully with gear in the canoes. An hour later a campsite is located for the evening.

Spaghetti is eaten for dinner and the group has a small group discussion, though, everyone is tired and contributes very little to it. The role of the lead canoe is discussed but no specific decisions are reached. The group does decide to wake up early tomorrow to get an early start. By 10:00 PM everyone is in a tent sleeping while Mark and Janice complete the days description of events in log books.

DAY FIVE

The cooks for the day are up early to prepare pancakes for breakfast. The others emerge from the tents around 7:00 AM to find a cold morning with an overcast sky.

By 9:30 AM the group starts the morning by paddling across Hayman Lake to the first portage around Great Devil Rapids. They arrive at this portage at 11:40 AM. The group complete the portage by 1:00 PM, take a forty minute lunch break, then start to scout the next rapid.

The Little Devil Rapids are hard to scout with the rapid being very long. The rapid is considered a low grade two so it is paddled by the group members with gear in their canoes. Each section of the rapid is scouted then paddled. The rapids turn out to be very easy and a few canoeists are impatient with the delay caused by scouting. It takes the group one and a half hours to complete this rapid.

An hour of paddling brings the canoeists to Otter Rapids. They are back to civilization as a bridge is passed under and many fishermen and campers are seen along the banks. Otter Rapids is a long series of standing waves with a few huge hydrolics at the bottom of the rapid on river right. A group of swimmers with lifejackets on are seen jumping in the river and floating down the rapid. The waves are intimidating and the rapid is rated a grade three plus, but the swimmers have shown the reality of the low risk involved. The group decides to risk going for a swim down the rapid with a capsized canoe.

All the gear is portaged down a 600 yard long trail to the end of the rapid before paddling it. The waves are five to six feet high and only two canoe successfully make it down without capsizing. It is 6:00 PM by the time clothes were changed and the canoes are loaded ready to paddle. There are many more miles scheduled to be paddle today, but knowing this will not be possible the group decides to paddle until 7:30 or 8:00 PM.

Ted and John are in the lead and set out at a fast pace. After an hour the group has a rest stop waiting for all the canoes to catch up. Mark is in the last canoe to arrive and he confronts the lead canoeists for setting a pace that separates the lead canoe from the sweep canoe by one kilometer. This results in a heated discussion that pinpoints the problem as a tight schedule.

The group had just paddled past Missinippe, a town, before stopping, and while the group discusses the problem motor boats are seem heading toward the town. One motor boat stops and recommends a good campsite on the other side of the island just down the lake. Thanking the locals the canoeists paddle in search of the recommended spot. They arrive at 7:45 PM and proceed to set up camp in the dusk.

The group is now nine kilometers off schedule. A lengthy discussion while eating dinner results in some decisions. The first one is to get up at 6:00 AM tomorrow morning. Second, the canoeists are to follow behind the lead canoe who should paddle close to shore. The last decision is for the group to paddle through the rest day to get back on schedule.

It is a beautiful night but many are in bed by 10:00 PM exhausted from the hard day's paddle, except for the usual two canoeists who stay up to write in their log books.

## DAY SIX

The earliest start occurs this morning with a 6:00 AM wake up and everyone ready to paddle by 8:15 AM. With the same canoe partners Nancy and Janice are in the lead and paddle for a hour at a steady pace before the first rest.

The next stop is at Robertson Falls that has a short 80 yard portage. This was to have been the campsite location for day five. Most of the canoeists insist on extending the rest stop to view the falls and take pictures. Many fishermen share the site with the canoeists. A large fishing camp is a little ways down the lake. Nancy's frustration is growing as she endures a half and hour stop at the falls. The next portage is just across the bay but the group is delayed further when Ted and Frank paddle towards another falls that are just left of Robertson Falls. The other canoeists wait for them to return.

The second portage today is 300 yards long and the group finishes it at 11:30 AM. Ted calls a meeting to discuss the route through Mountain Lake. Everyone changes into shorts and remove a few layers of sweaters and jackets. Mark and John are now lead canoe as they paddle around a series of small islands heading in a southerly directions.

A cool wind had come up, so when the group decides to stop for lunch they pick a sunny spot out of the wind. Lunch is only half an hour long today as they remain determined to get back on schedule. Before paddling resumes, wind pants and jackets are put on in anticipation of cooler weather.

After paddling at a steady pace into a head wind for over an hour the group stops to rest in a bay. Storm clouds now fill the sky. Canoe partners change with Nancy now paddling with Frank and Janice paddling with Ted. This change evens out the power in each canoe as Janice and Nancy are having trouble keeping up with the group, and they do not wish the group to slow down the pace. At 3:30 PM the rain starts, stopping the group who need to put on rain gear. The strong head wind has created large swelling standing waves that rock the canoes up and down as they ride over the waves. The sternperson must ensure the canoes do not hit a wave broadside and tip over. The group continues to paddle south toward the town of Stanley Mission.

Extremely dark clouds are seen coming up the lake toward the canoeists marking the aproaching front of another storm. Under these clouds the rain is torrential and the waves on the lake are whitecapped. The canoeists travel very close to shore and paddle into a small bay to discuss the choice between paddling to Stanely Mission through the storm or waiting to let it pass in the safety of the bay. Many of the group members excitedly say to go for it. The last canoe, paddled by Mark, enters the cove just as the first canoe heads out to brave the storm. These group members were not a part of the decision to forge ahead through the storm.

Paddling close to shore some canoeists feel secure in knowing that it can be easily reached if anyone tips their canoe. The group has spread far apart again, paddling with heads down and adrenaline pumping, as maximum effort is exerted to keep the canoes facing into the wind. The storm passes over before the group reach the dock of Stanley Mission Church. Everyone is soaked and exhausted but a feeling of accomplishment is felt by most. Mark thinks the group should have waited out the storm and he is upset with the canoeists for paddling so far apart from one another. The group seeks shelter in the open church where they share snacks and decide to paddle for an another hour or so.

The winds have died down and only a sprinkle of rain is falling. The canoeists stiffly paddle on and are surprised to reach Stanley Portage so quickly, arriving at 7:20 PM. The group is back on schedule after paddling twenty four miles in thirteen hours, through rainy and windy weather.

It is still drizzling so Ted puts up the blue tarp as a shelter so the others can stand under it to unpack the tents and put on dry clothing. A fire is started and macaroni and cheese is prepared for dinner, with popcorn and hot chocolate for dessert.

The rain finally stops and a pleasant evening is spent around the campfire. Half of the group is sleeping by 9:30 PM while the others stay up to write in log books. The dishes are not washed so they will need to be washed tomorrow before breakfast. Tomorrow is a rest day so there will be no hurry to depart tomorrow or wake up early.

DAY SEVEN

Everyone is up by 9:00 AM. The extra sleep is well deserved and needed. Mark has washed the dishes and states decisively that the dishes should never be left over night again. Red River cereal is prepared for breakfast and the dishes and pots are washed again. The pace is slow with no one anxious to get going.

It is obvious that this campsite is used often as there is litter everywhere. The area is well traveled as two power boats pass by the campsite and right through the rapid on their way to Stanley Mission. Other campers are found enjoying the outdoors a short way from the U of A students camp. The students offer friendly waves to the campers and those in the power boats.

After packing tents and all the gear, everything, except the four canoes, is portaged to the other side of the rapid. The canoeists then enjoy paddling down the short grade two rapid over to where their gear was portaged. By 11:20 AM the canoes are loaded and the group paddles toward Nistowak Falls, one of the highest and most beautiful falls in Saskatchewan. Another group of canoeist paddle past in the distance, heading for Stanley Mission. Friendly waves are exchanged. In this vast openness it is always great to see other people around, though a few group members feel it takes away from the wilderness experience.

After a couple of hours paddling the canoeists arrive at Nistowak Falls. There is a large fishing camp with large docks, many cabins, and signs directing everyone to the falls. It is so quiet with no one else in the area. The group find a store and everyone enters to buy chocolate bars, pop, cookies, potato chips, gum, or milk. While munching on their goodies they head for the falls following the signs. Nistowak Falls are spectacular with rainbows arching in the mists at the bottom. Many pictures are taken to try and capture the beauty of this immense falls.

The group sit and linger at the falls, some laying down to absorb the sun, and enjoying the sights, smells, and feel the roar of the falls. Also feeling the need to head back to their canoes and to find a good campsite further down the lake, the group eventually start back.

In the canoes again a discussion of where to set up camp is initiated. Some group members want to camp as far away as possible from Jim's Fishing Camp, and civilization, but very strong wishes are expressed by John to camp in the first nice campground found. When no one responds to the contrary to his statement he considers the decision made and paddles off to find a campsite nearby. Five minutes later, at 3:00 PM, a good campsite is found.

Instead of putting up tents the group decides to set up a lean-to using the big blue tarp. The whole group will sleep together tonight in the open air. Spirits are high and the priority for most is to record the trip events to date in their log books. James and John decide to fish though, insisting they had better catch a fish after paying $10.00 for a fishing licence. Mark and Nancy start to make lunch while the rest start writing in their log books.

A late lunch of Icheban soup and bran bannock with peanut butter and jam is served at 3:30 PM. Mark does not fry the bannock like a pancake but pours all the batter into a large pot lid that has plenty of hot oil in it. He flips it over after cooking it sufficiently on one side.

It is a lazy afternoon, just what everyone needs. John, Nancy, and Janice decide to go for a swim, then wash their hair. The rest of the group joins them as they decide to brave the cold water and dive in. The water seems warms here to the surprise of everyone. Tammy and John have a canoe bobbing contest with both standing with their feet on the gunwhales (sides) of the canoe bobbing it to see who falls into the water first. This is stopped short when Frank sneakily swims over and tips the canoe. This shocks the group and everyone roars with laughter, for Frank is usually so quiet and reserved. What great fun!

Soaking wet everyone goes away from the shore to wash their hair. After shampooing Tammy pours water over heads covered in suds to rinse the soap out. A smile lingers on everyone's face as they stand in the sun to dry, brushing out tangled hair. It is great to be squeaky clean after so many days without a bath.

The camper's are hungry again so Mark and John start to prepare chili and brown rice for dinner. The sun is just setting on a memorable day, but it is only 6:30 PM. The days have become shorter as the fall season becomes more and more apparent. After water is put on the fire for dinner John and James go fishing having heard fish jump.

James caught a fish! A pike weighing about two pounds. John also catches a fish but as he is reeling it in, and almost within his grasp, it somehow detaches itself from the hook. John is really disappointed. After cleaning his fish James spears it with a stick and roasts it like a weiner over the fire. Dinner is ready and James enjoys the fresh fish with his chili and rice.

In the dark of the evening the campfire draws the group together as they talk about the days events and decide when they should be up in the morning. The tired happy campers start to head for the shelter to sleep. Everyone is asleep in the group shelter by 10:30 PM, except Mark who stays up late to write in his log book.

## DAY EIGHT

No one wants to get behind schedule again so the two cooks get up at 6:00 AM. Wheatflakes with dried apricots and raisins are ready to eat by 7:30 AM. It is a slow start again this morning with some group member in rest day pace.

A record paddling pace is set to make up the time as the canoeists cross Nistowak Lake to Poter Rapids, covering five kilometers in fifty five minutes. The canoeists are refreshed from the rest day, though Frank is still suffering from a stiff, sore shoulder.

It is easy to find the portage at Poter Rapids. There is a large vacant fishing camp with boat docks and skid poles to slide the canoes on. The skids work great as the canoes do not have to be emptied, so the portage is finished by 10:30 AM taking only ten minutes to complete.

As the canoeists paddle a grade one rapid into Drinking Lake the scenery changes drastically along the west shoreline showing the destructive scars of a large forest fire. Stroke after stroke the group paddles through the morning enjoying sunny weather and clear blue skies.

At twelve noon stomachs are growling so no one objects to a suggestion of stopping for lunch. A sunny island is selected as the spot. Frank and Janice use two one-burner stoves to cook chicken noodle soup and some bannock. The cooking takes a long time so a few members suggest that the cooks prepare the bannock and cornbread the night before. The hour and a half lunch stop is enjoyable as the group basks in the sun looking at maps and writing in log books. The island is primarily rocky which is characteristic of the Canadian Shield country. The only accident occurs when Tammy cuts her foot on a sharp rock. John was quick to offer first aid by bandaging it for her.

The beautiful weather of the morning does not last the day. The sky is becoming overcast, threatening rain. The canoeists set a fast pace again in the afternoon trying to keep ahead of the approaching clouds and rainy weather. The wind picks up, luckily a tail wind, and the canoeists manage to out paddle the storm for twelve miles. Just as they are approaching the next portage the lightening and thunder fill the sky and the rain starts. Tammy had a terrible experience this summer when lightening struck someone standing next to her. She is terrified of the storm as a result. Quickly the canoes are pulled on shore and the gear is covered up with tarps.

In the rain a few group members go to scout the rapid, while the big blue tarp is brought out to shelter the soaked canoeists. The rapid is rated a grade three and a few talk about paddling it after the storm passes. Under the tarp, that is draped over the group, it is warm with the wind and rain kept out and the body heat kept it. James introduces a game called Ghosts. It is a spelling game with one person choosing a letter and the next person must add a letter, thinking of a word it might spell. Everyone adds a letter, one after the other, until the letters form a word. If you were the one to form a word you get a 'd' for donkey, which everyone avoids spelling. The game is continues again after each word is eventually formed. James further challenges the group by moving on to Super Ghost, where everyone has the choice of adding a letter to the front or back. These games create many laughs and groans and passes the time happily while waiting out the storm under the tarp.

The lightening and thunder have stopped but the rain pours from the sky. At 3:40 PM, after an hour passes while the group is under the tarp, the group decides to finish the portage and paddle in the rain. After all the work to get back on schedule no one objects to paddling in the rain.

The gear is portaged followed by the canoes, but at the last moment Mark and James decide to paddle the short rapid. They padddle down the drop into the calm lake below, not afraid of getting more wet then they already are.

Two hours go by paddling in the heavy rain, then the rain slows down to a drizzle. At about the same time a cool wind picks up chilling the canoeists. Being wet and tired they start to shiver and complain of being cold. A suggestion of starting to look for a campsite is eagerly accepted. The area, though, is very rocky and hilly so the canoeists paddle on for an hour and a half before they sight a promising campsite.

Fingers seem to be frozen to the grip of the canoe paddles. Everyone seems frozen and stiff, moving slowly and with effort. Hypothermia is on everyone's mind, knowing that a fire and shelter from the wind is urgently needed. The canoes are quickly unloaded and carried up the steep banks. Firewood is collected, while a few work to start a fire with the wet, soaked wood. The blue tarp is set up to shelter the campers from the rain and wind, and it is used by some to change out of soaked clothing into warm woolen clothes.

In desperation white gas is poured over a fire bundle of spruce twigs and lit on fire with a match. The wood does not burn for it is too wet. Not giving up, Mark, Frank, and James start making feather sticks. Feather sticks are made using dried, dead tree branches and a knife that cuts thin strips of wood away from the branch exposing the dry inner wood. The strips of wood curl as they are cut away forming what looks like a feather. Four feather sticks are placed side by side in the campfire ring and ignited with a match. Sighs of relief are heard when the thin curled feather sticks burn brightly. Small pieces of wood are added to the fire and in a few minutes the wet, cold campers gather around it to warm themselves.

Nancy and Janice have unpacked the stoves, and water is on to boil for hot drinks. After everyone has a hot drink, changes into dry clothes, and enjoys the warmth from the fire, the cooks begin the task of starting dinner.

Just before the sun set on the western horizon, the most spectacular rainbow fills the sky. It is a first for everyone to actually see the end of a rainbow, as the end is in the water just a hundred feet out from the campsite. Jokingly someone asks if anyone can see the pot of gold. Everyone stares in wonder at the sight, moved by its magnificence. All the despair from the rainy cold weather seems to vanish, as the significance of this event makes any discomfort insignificant. What a rare sight!

The cooks return to the boiling pots and announce that it's time to eat. Spaghetti is served for dinner and chocolate pudding is made for dessert. Drained from the exhausting day, four campers go to sleep early, missing dessert. Nancy decides to bake cornbread for lunch tomorrow, while the others try to dry their paddling clothes by holding them next to the fire. The hours pass by over a heated debate over the pros and cons of hunting for food vs hunting for sport. By 11:30 PM, everyone has retired for the evening. Frank and Janice have chosen to sleep under the lean-to shelter. Their conversation continues into the night as they admire the stars on a now cloudless night. It will be an early start tomorrow, for the canoeists are behind schedule again and wish to catch up.

## DAY NINE

The temperature dropped below zero degrees Celsius in the night causing a thin layer of ice to form on the upside down canoes. This morning a breath of expelled air can be seen telling the campers it is below zero degrees.

Nancy and Ted are up just after 6:00 AM to start a fire and begin preparations for making oatmeal with raisins for breakfast. Frank and Janice are awaken by Ted as he breaks wood for the fire. Frank announces that he had a terrible nights sleep being very cold for most of the night. The lean-to shelter did not provide protection from a cold northern wind that blew all night.

At 7:30 AM breakfast is ready and the campers respond by helping themselves to the oatmeal. The sun is just rising to a clear, blue sky. It is cold in the shade of the trees, so the group, with breakfast in hand, walk over the the rocky shoreline that is now exposed to a warm morning sun.

Frank, while examining his map, asks the group if anyone knows exactly where the campsite is on the map. A few group members wander over to determine the groups location, while others start to prepare to break camp. Janice and Frank spend some time talking about the portages for the day. Out of the blue Ted angrily yells out, telling Frank and Janice that should wait for the group to discuss the maps and that they should be helping pack. The group, stunned by the sudden anger, looks at Ted shocked. Ted resumes packing and Frank and Janice resume talking. After a few minutes Frank and Janice go to start packing away tents and gear. No one responds verbally to Ted's outburst, but he had made his point.

The canoeists are paddling by 9:10 AM traveling at a fast pace. The weather is clear and sunny but a cool northwest wind blows. There are two portages this morning and a few small rapids to paddle. The Keg Falls portage is a short 80 yards hike with skid poles on which to pull loaded canoes. The two small grade two rapids are just after Keg Falls.

Frank and John are in the lead as they direct the other canoes toward the far side of a long narrow lake that flows into the Grand Rapids. Mark and Ted all of a sudden yell out to the lead canoeists asking why they are going to the far side of the lake. Frank and John stop paddling and wait for Mark and Ted to paddle to them. They all discuss the possibilities, and Frank and John state they do not think that it really matters that much, feeling that their leadership is being unnecessarily challenged. Frank and John eventually follow the suggests made by Mark and Ted.

The Grand Rapids are very long and include a series of rapids. Upon scouting the first rapid six canoeists decide to paddle it. Mark asks everyone to scout the rapid, and not just wait for him to decide. Three canoes are paddled through the rapid and one canoe is portaged over a small rock point of land.

A short ways down the river the second portage trail on the Grand Rapids is sighted. The group decides to start portaging the gear while Mark scouts the rapid, for the guide book does not recommend paddling the rapid. The well-used trail is an indication of the many who opt to portage. Mark returns and agrees that the rapid should not be paddled, so the group portages the canoes. The 650 yard portage is completed by 12:30 PM and the suggestion to stop for lunch is accepted by everyone.

Lunch today is salmon, cracker, and cornbread with honey. The group takes a short break after eating before loading the canoes. Frank decides to go find two dead trees to take along in the canoe to use to hoist a sail, just in case the wind is good for sailing.

The Grand Rapids flow into the very large Trade Lake. The goal for today is to cross this lake and reach Frog Portage, which means twelve more miles to paddle. The canoeists have already paddled ten miles this morning.

A strong tail wind is perfect for sailing, so the tent fly is unpacked and attached to the dead, debranched trees Frank has in his canoe. The canoes are all tied or rafted together, with the bowperson in the outside canoes sit and hold the tent fly up to catch the wind. Those canoeists in the stern lay back with their paddle in the water to steer the canoes. With the strong tail wind the canoes travel 3.4 to 4.2 kilometers per hour. The rest from paddling is fantastic as the canoeists enjoy the sights and the time to catch up on some sleep.

The wind creates some challenges as it shifts direction now and then, but the group is able to sail for three hours. Paddling resumes at 5:15 PM after the wind radically changes direction. A steady paddling pace is set by the canoeists heading for Frog Portage.

The group passes three fishing camps before arriving at Frog Portage at 6:45 PM. Frank and John paddle to look for a campsite at the other end of the portage trail. Mark and James spot a promising campsite just before the portage trail and paddle over to check it out. The other canoeists wait for a decision to be made, exhausted and eager to set camp. Mark and James are the first to say they found a good campsite, so the others paddle over to start setting up camp. Frank and John return shortly after and announce they found a good campsite, but the majority seem to have made a decision. The portage will have to wait until morning. Frank and John seem frustrated that no one wants to even go see the campsite they found.

The camp is set up efficiently as usual, with everyone choosing a task voluntarily. Beef, lentil stew is ready to eat at 7:30 PM. Some canoeists are still hungry so Tammy decides to make popcorn for dessert, and bannock is made afterwards for lunch tomorrow.

Frank shares some of the local history with the group this evening. After the portage tomorrow the group will leave the Churchill River. Frog Portage connects the water from the Churchill River System with the Saskatchewan River System. It is known as Frog Portage because the Cree Indians left a stretched frog's skin at this spot to make fun of the more northerly Indians who dressed and stretched their beaver skins. This is also a spot where Joseph Frobisher in 1774-75 traded with Indians bound for Churchill. Everyone enjoys this discussion around the campfire. The clouds fill the evening sky making the night very dark. The need for sleep has everyone in bed before 10:00 PM. Spirits have been low today and thoughts of looking forward to sleeping in your own bed occur. The end of the trip draws near.

## DAY TEN

The cooks are awake by 6:15 AM finding a grey cloudy day. They hurry to start breakfast which is ready to eat at 7:00 AM.

The campsite is located in a aspen, birch deciduous forest. This forest contrasts with the dominate mixed boreal forest found in other campsites. The vegetation is changing as well as the river system.

With new partners again, the canoeists start the portage at 8:20 AM. A cart on tracks is available to portage one loaded canoe at a time. It starts to sprinkle rain shortly after portaging the first canoe. Rain gear is put on to keep the canoeists dry. The portage is finished by 9:05 AM, as the group starts the day's paddle in a slough that joins with Lindstrom Lake.

When the canoeists enter the main body of Lindstrom Lake a flock of white pelicans are seen. They appear to be cautious of the canoeists. Everyone is impressed by the grandeur of this large bird.

The canoeists paddle across Lindstrom Lake into Pixley Lake before stopping for lunch at twelve noon. It has rained all morning soaking the canoeists, even with rain gear on. They have been paddling into a head wind, so the exertion of paddling has kept them warm.

At lunch Ted and a few other canoeists decide to put up a tarp for shelter from the rain and wind while they eat lunch. Frank decides it is necessary to start a fire, finding the feather stick method to start a fire successful again with wet wood. The fire not only provides warmth for the group, it also dries the wet clothing under the rain gear. A stove is also used to heat soup for lunch and while it is cooking, bannock is passed around to eat. The hot soup, fire, and shelter warm the group who found themselves freezing once they stopped paddling. The shelter is taken down and all equipment loaded into the canoes before the canoeists begin their paddle at 1:30 PM.

A half an hour of paddling later, the canoeists arrive at the entrance to Wood Lake and stop at the lee side of a flat point of land to look at the characteristics of the lake. The whitecapped waves look intimidating so the group decides to paddle to shore to find shelter and wait out the storm.

The canoes are brought on shore and a lean-to shelter is made using the large blue tarp. The group hopes that the wind will let up to allow them to paddle again.

The afternoon passes with the group sitting under a shelter and around a very smoky fire. Spirits are very low, so Janice tries to break the mood by suggesting that the group start to debrief the trip. No one seems interested as no one responds to the suggestion, so the afternoon is spent reading, writing in log books, and just sitting looking gloomily at the fire.

At 5:00 PM the storm rages on, so all the gear is brought from the canoes so tents can be put up and dinner started. No one is happy about being stranded all afternoon.

Macaroni and cheese dinner is prepared with a unique mixture of butterscotch pudding with chocolate cake pudding for dessert. Frank and John then bake cornbread on the fire for lunch tomorrow.

While sitting around the evening campfire, Nancy initiates a group discussion that carries on until 11:30 PM. Sarcasm is a issue of concern, for group members are unsure about the intent. They do not know whether to take the statement as a joke or as a real put down. Other concerns are addressed and relate to group members challenging the lead canoeist's decisions, and again the role and responsibilities of the graduate student. The discussion is very open and frank, with specific behaviors like tone of voice and over-protectiveness mentioned.

The rain eventually stops, but the wind still blows strongly from the southwest. The canoeists decide to finally get some sleep and plan an early start tomorrow.

DAY ELEVEN

At 5:00 AM an alarm watch beeps but it is not heard. Janice wakes up at 6:20 AM to hear the wind still howling, so she goes back to sleep. At 8:00 AM Janice wakes up again and decides to get up and check the weather, and to her surprise realizes the wind has changed directions. It now blows from the northwest. This means it is a tail wind for today's paddle. She wakes everyone and goes to look at the characteristics of the lake. The waves are large, but not whitecapped. The group should be able to paddle.

A breakfast of wheatflakes and oatmeal is eaten and everything is packed and loaded by 10:10 AM. The wind is stronger and a few whitecaps can be seen. After an hour of exhausting paddling the group decides to wait until the wind dies down. The lake conditions are not considered safe to travel on, so unfortunately the canoeists are wind bound again.

Nancy decides she is going to start the fire, for she has not started a fire once on this trip. In a green mossy forest, the group sits around a small fire writing in log books and making presents to give to the group member they selected in a draw. Most of the gifts seem to be wood carvings.

Lunch is made and ready to eat at 1:00 PM, having hot soup and cornbread. The meal is eaten in the sun and the shelter of the trees that sway in the strong wind.

At 1:30 PM Ted returns from the lake to announce the wind has died down a little. The group loads the canoes and try paddling again through the large swelling waves. Traveling close to shore and resting in sheltered coves, the canoeists fight through the extreme conditions. One canoe almost tips over as it turns broadside to a large wave. A quick recovery saves the day. These conditions require the sternperson to use steering strokes all the time while the bowperson does powerful forward strokes. It is exhausting work. In one sheltered cove everyone just lies back in the canoes and sleep for an hour.

The wind remains unforgiving all afternoon. The canoeists seem to have grown accustomed to paddling in these conditions, and some even find it an exhilarating challenge. With the tail wind the canoes are traveling five kilometers an hour. At 7:00 PM a campsite is found on an island.

It is Christmas tonight. Everyone receives a gift to symbolize and remind him or her of this trip. The evening is spent around the campfire cooking dinner, bannock, and eating the last of the popcorn. The realization that tomorrow is the last day is regretful for some. It casts a melancholy mood over the group.

It the most beautiful night of the trip. A full moon shines across a calm reflective lake. The northern lights dance in the sky and the stars twinkle in delight of the sight. It is an experience to remember forever.

DAY TWELVE

The cook are awake at 6:00 AM to prepare breakfast. It is a cold, calm overcast morning that matches the mood of the group. Quietly the morning tasks are completed.

After a slow start, the canoeists begin paddling toward the final destination of the trip. Frank livens the mood by announcing that the group should not think of today as end of the trip but as the beginning of Explorations and more expeditions to come. This brings smiles to everyone's face in recognition of the truth.

There are three portages today, and all are only 100 yards, and they all are equipped with skid poles. The clouds disappear by midmorning and the lake remains calm and reflective all morning. This is great for taking pictures and helps those who wish to finish the film rolls.

At the entrance to Pelican Lake a short lunch break is taken. Everyone is excited and happy now. It has been an enjoyable trip overall. Now as the group paddles across the lake toward a silhouette of white houses, a little breeze ruffles the surface of the lake. At 1:20 PM the trip is complete.

The rest of the day is spent retrieving the van and trailer from the RCMP station, loading everything, and then traveling twelve hours through the night to return to Edmonton.

## THE YOHO SKI TRIP - A CHRONOLOGY OF EVENTS

This trip was originally designed, in September to December 1985, as a 'shakedown ski trip'. Shakedown refers to a final check on such things as group planning, equipment, group functioning, and skiing ability. This gives the group a chance to test themselves, to see what they can improve upon, before going on their extended (two week) ski tour experience. This group objective was not clarified during the trip planning meetings held in February 1986. Some group members wondered whether they really needed this shakedown trip, as they had just completed a three day ski trip with the Tour Leader Course at Blue Lake Outdoor Leadership Center. The group objectives for this trip where not consistent between group members as indicated by the following quotes from the log books.

> Objective - equipment prep. trip and short mountain trip.
> - Leadership not NB. Primarily determining where everyone is at, how the food prep is and work on skiing and telemark skills.
>
> The purpose of this trip is not clear to me. I believe it is basically an enjoyment trip.

During the trip planning meetings in February 1986 the Explorations group discussed the pace the group would like to travel at. Some members of the group stated a preference for the pace of the group, which varied considerably from setting a good pace (moderate speed and steady); varying the pace (slow and fast pace); a one day grunt (fast steady pace); and a preference of not be in a hurry (slow pace). When ask if the group wanted to stay as a group or separate into small groups, so some members could travel at their preferred pace, the majority stated they wished to stay together as a group. Some group members stated that it was not necessary for the group to stay together, meaning that if others wished to separate from the group and set a fast or slower pace, they did not object. A final decision was not made concerning the pace the group wished to travel at, and it was suggested that the group could consider separating on the second day if some really felt the group was going too slow or too fast.

For the Yoho Ski Trip the following pretrip planning responsibilities were divided among the group members:

1. Safety Equipment - ensured the group had adequate safety equipment, such as, peips (avalanche rescue beacons), probes, shovels, first aid kits, and repair kits. (Nancy* - Note: the * indicates those with less outdoor travel experience)
2. Accommodation Bookings - booked Coral Creek Youth Hostel and Alpine Club Hut called Stanley Mitchel Hut. (Ted)
3. Menu and Food Planning - planned, purchased, and packaged all the group food for the trip. (Ted, Jill*, and James*)
4. Route Cards and Maps - designed the route with group input, then prepared route cards that provided specific details of the route, and purchased all the maps needed for

the group members. (Ted and Jill*)

5. Group Equipment - determined what group equipment would be needed on the trip - tent flies, fuel bottles (7 liters of fuel), two sets of nesting pots, and an axe. (Tammy)

Each group member volunteered to take on the above group trip planning responsibilities.

An incident that occurred prior to departure for the Yoho Ski Trip resulted in one group member deciding not to go on the trip. At a scheduled trip planning meeting emotions escalated concerning what was acceptable and not acceptable behavior in the group, specifically tone of voice used when addressing members of the group. This dispute caused a polarization in the group between one group member and the rest of the group. The lone group member decided he needed time to think away from the group, and stated he would not be going on the trip.

The following eight group members went on the trip: James*, John*, Frank, Tammy, Nancy*, Ted, Jill*, and Janice (T.A.). Mark had decided not to go on this trip. This was the first Explorations trip for Jill*, though she has been with the Explorations group since September 1985, and attended all the Blue Lake courses in January. The ski trip started on February 11 and finished on February 15, 1986.

Trip Description: Starting at the Kicking Horse Campground, the ski route follows an unplowed road up the Yoho Valley for 15 km to Takakkaw Falls. The trail is classified as an advanced novice ski route that characteristically have wide trails that are flat running with some steep hills and sharp corners. The estimated time in is three to five hours, with a 800 foot evaluation gain. The estimated time out is two to three hours.

> Takakkaw Falls - one of the greatest waterfalls in the Rockies clings almost dormant in frozen splendor. (Kunelius, 1981:64)

The ski route from Takakkaw Falls to Stanley Mitchell Hut is a 10 km ski, rated advanced intermediate, indicating the route to be an overnight ski trip, with steep sections, requiring good skiing ability and route finding skills. A summer horse trail is followed from Takakkaw Falls to Laughing Falls where a sign directs the skiers to turn west into Little Yoho Valley and onto a narrow hiking trail that leads to the Stanley Mitchell Hut. Upon turning west the trail switch backs up a 600 foot section for one kilometer, with a total elevation gain of 1800 feet in ten kilometers. The trail then levels out onto rolling hills as one follows the Little Yoho River to the hut.

The estimated time to ski from the Kicking Horse Campground to the Stanley Mitchell Hut is one to two days. The ski out can be completed in one full day. Total ski distance traveled, from Kicking Horse Campground and return, is 50 kilometers with a 2600 foot elevation gain and loss.

From February 11 to 15, 1986, the Explorations group planned to take two days to ski into Stanley Mitchell Hut, one day to ski in the terrain around the hut, and one day to ski out. The planned five day ski trip was then divided into one day to drive to Lake Louise, with a four day ski tour, and driving back to Edmonton at night on the fourth ski day.

Day One: Edmonton To Coral Creek Youth Hostel

On February 11, 1986 the Explorations group traveled, by way of two small cars and one truck, from Edmonton to Coral Creek Youth Hostel, which is located in Banff National Park, six kilometers east of Lake Louise. There were many stops along the way, including stops used to complete some pretrip planning details. The total distance traveled by vehicle was 465 kilometers. Ted, with much of the equipment in his truck, left a few days earlier and planned to meet the group at Lake Louise Ski Hill. The breakdown of events for the first day of the Yoho Ski trip follows and is preceded by a highlight of the environmental conditions, expressed feelings and concerns, decision making, and leadership behaviors observed.

0600 Met at the University of Alberta's Outdoor Equipment Room: Loaded personal gear into the cars; skies tied onto roof racks; dropped off the route card for the trip and a contact list, that indicated who was going on the trip and people to contact in the event of an accident (e.g. parents or wife), at the office of the supervising professor of Explorations.

0700 Departed for Calgary: Drove toward Red Deer, slept, read, wrote in log book, talked, thought, watched scenery, listened to radio or tapes.

1030 Met at Mountain Equipment Co-op store in Calgary: Group members individually purchased (i.e. wool shirt, snow seal, blister kit, rope to make skins, plastic utensils, wool mits, socks, and hats).

1115 Drove to the Hostel Shop in Calgary: Obtained a receipt to show the group had paid for one nights accommodation at the Youth Hostel. The original receipt was accidently forgotten in Edmonton.

1200 Stopped at Wendy's Restaurant and Safeways (next door): individually purchased lunch at restaurant or store; ate a bag lunch if one brought on trip; and group purchased batteries for the peips (avalanche rescue beacons), meat, cheese, and crackers for lunches on the ski trip. These lunch items where forgotten back in Edmonton. This was another unplanned stop.

1500 Arrived at Lake Louise Ski Hill: met Ted in the parking lot; went telemark skiing for the rest of the afternoon, (Ted, Tammy, Frank, and John*); the other group members drove to Field, British Columbia.

1530 Arrived at Field and drove to the Boulder Creek Ranger Station: registered the group by filling out a Backcountry Permit providing the following information - vehicle plate numbers, names of group members, destination, expected time in and out, contact name and phone number of someone from the University in case of an accident. Checked avalanche report to determine the risk level and areas for avalanches. Risk level was moderate with some high risk areas found above tree line. Other pertinent information included temperature and snow profile characteristics. Drove to Kicking Horse Campground parking lot to check out the start of the ski trail. There was a definite trail indicating that other skiers had traveled this route recently and that the group would not have to break their own trail, saving a lot of time and energy for the group.

1700 Arrived at Coral Creek Youth Hostel: heated the premade lasagna for supper; and unloaded vehicles of personal gear and equipment.

1800 Telemark skiers arrived at Coral Creek Youth Hostel: unloaded group and personal equipment; divided up the food, group equipment, and safety equipment evenly among all eight group members.

1930 Supper time: ate and cleaned up after supper; Frank showed Jill* how to make skins using rope; repacked personal equipment in backpack, and decided to discard some items to make room for food and group equipment; wrote in log books; went over the route and maps; studied for an exam scheduled for that coming Monday; sang songs; talked with other Youth Hostel guests; and talked with the Explorations group discussing the exploits of the day; and made a group decision to have breakfast ready by 0700, with the group ready to go by 0800.

Two group members volunteered to make breakfast tomorrow. Individuals would be responsible to determine when they needed to wake up determined by the amount of time needed to prepare.

2230 Most group members had left the main cabin, which consisted of the dinning hall and kitchen area, and went to separate male and female cabins and prepared for bed.

On February 11, 1986, and the first day of the Yoho ski trip the environmental conditions in Edmonton at 0700 was a cool -11 degrees C. with the sky overcast. Driving conditions were good, with some blowing snow. In the evening it was snowing lightly which continued throughout the night.

There were few expressed feeling and concerns on the first day of the trip, and generally everyone seemed excited about starting the trip. Examples of the Explorations group expressed feelings and concerns taken from quotes from the log books:

> Today went really well. I wish some people would be more punctual. We had no troubles driving down, the weather was fair, found (Ted) all right. Everything went well. The only thing that was missing was that (Mark) wasn't here. (Frank, Ted, Tammy) and myself had a great time skiing.

> Worried about packing for tomorrow. Should get my things together tonight.

Three particular group decision making situations were noted on day one of the Yoho ski trip. The first decision was concerned with whether the group should stop to eat lunch. During a pretrip planning meeting it was determined that everyone would bring a bag lunch to eat in the vehicles. A few group members did not bring a lunch, though. This decision was initiated with a question: "Are we going to stop somewhere to eat lunch?" The group was divided into two vehicles, so not everyone was involved in the discussion. Also, the other vehicle was not consulted or asked for their preferences. The driver (T.A.) decided to stop at a place where the group members could eat their bag lunch, purchase a lunch if needed, and purchase the needed lunch supplies and batteries needed for the ski trip. The other vehicle followed, and some group members questioned the option to eat lunch and stated that the the group had decided to not stop to eat lunch. The decision by the driver was not challenged or changed by the other members of the group.

The second decision changed the original plans for the group to go telemark skiing at Lake Louise ski hill. The group arrived late to the ski hill, with only one hour left for skiing. The planned half day ski was considerably shortened, and one member (T.A.) decided that the one hour ski was not worth the purchase of a ski pass. This group member also determined that the group could save a lot of time tomorrow morning it they went to the ranger's office that afternoon. The following preference was stated: "Maybe we should go register the group and get a backcountry permit today. This will save us some time tomorrow morning, and we won't have to wait for the rangers office to open. I could drive there right now and meet up with you later." Three other group members thought it was a good idea and decided to go along. The others wished to still go skiing, so it was agreed that the group would meet back at the youth hostel for supper.

The third group decision concerned what time the group should get up in the morning. One member was not present in the main dinning/kitchen cabin when someone asked the following question: "What time do you think we should get up tomorrow morning?" This decision involved input from all members present, with a preference made to state the time the group planned to depart and then let each individual determine what time to get up. When the absent group member returned, the above preference was presented for her input, upon which she agreed.

The leadership behavior observed on the first day of the trip tended to focus on final trip preparation, which included the following tasks: dropped off the route card and contact list at the university; obtained and presented a receipt to confirm accommodation booking and payment; made final purchases of group equipment (batteries) and food; registered the group and received a backcountry permit at the Ranger's office; checked avalanche hazards and trail conditions; distributed route cards, group food, and equipment; and went over the route card with others. The leader, who initiated and/or performed the above listed leadership behaviors, were observed to be in a leadership position which were the drivers of the vehicles, and those who volunteered for the specific pretrip planning responsibilities listed in the introduction to the Yoho trip.

Other leadership behaviors observed to emerge included teaching telemark skiing and how to make cross country ski skins out of rope; initiating group decisions as discussed above; and initiating group tasks such as preparation and clean up of supper. All of these leadership behaviors were seen as the individual group members having the power-from-within to be part of the natural process of groups to create pattern and order, by all the group members mutually cooperating to create a balanced and effective group.

Day Two: Coral Creek Youth Hostel to Takakkaw Falls

Large bulging backpacks were hoisted onto the backs of fresh cross country skiers as the second day of the ski tour began. The group traveled fifteen kilometers in five hours, climbing 800 feet in elevation, on a well marked trail to a picnic shelter just past Takakkaw Falls. A breakdown of the events for the day were as follows:

0630 Woke up: dressed, packed gear into backpacks, used the outhouse, washed face and brushed teeth, started breakfast.

0700 Breakfast: porridge with powdermilk, brown sugar, and milk, and a hot drink; cleaned up dishes and kitchen; packed personal and group equipment and gear; loaded vehicles with equipment and backpacks.

0820 Left Coral Creek Youth Hostel: on the drive had to wait at a road block for an avalanche to be cleared; group decided to drive to a near by restaurant for coffee, tea, and toast while waiting for the road to open.

1030 Arrived at Kicking Horse Campground parking lot. The avalanche that held up traffic was right before the parking lot turn off. Large trucks were still buried in the snow, and one truck was pushed off the highway into the campground area. Checked avalanche report again - "Low to moderate with a 107 cm base. Chance of more snow and potential increase in avalanche hazards." Backpacks unloaded from vehicles; skies waxed; one pack has a missing waist belt so the pack contents are packed into another pack (this person left 15 minutes after the group left); hoisted large backpacks on; and waited for the last few to finish waxing their skies and lift the large backpacks on their backs.

1115 Departed, minus one group member, on cross country skies toward Takakkaw Falls on an unplowed road, on previously used ski tracks: talked to the ranger who was supervising the avalanche clean up, and he told the group that no one was seriously injured and that the avalanche was probably set off by a falling chunk of ice from the glacier above, so the avalanche was not a reflection of high avalanche hazards; stopped along the trail for many reasons, such as, to take some layers of clothing off, drink some water from water bottles, read the map to determine exact location, wait for slower group members, take pictures, rest, and look at the scenery; was an easy pace with frequent stops. The lead skier position changed just prior to lunch, with that skier setting a faster pace with less frequent stops.

1315 Stopped for lunch: took off backpacks; sat on packs; distributed lunch (bun sandwiches premade the evening before); shared water by passing around water bottles; ate personal snacks (apples, G.O.R.P.); took pictures; read the map, determined distance traveled and distance yet to travel; enjoyed the scenery; packed away food and garbage. Location for lunch: just off the ski trail, at the top of a set of gradual switch backs that was exposed to the sunshine and the wind.

1410 Departed: had the same lead skier as before lunch the group, after the group reached the top of the gentle switch backs, they skied down a large hill and some group members reacted to the hill by either falling, using a half snowplow, or speeding down the tracks by going into a semi-tuck position; the lead skier changed when she was passed by those who skied down the hill very fast; crossed avalanche run out areas; stopped less frequently; and skied at a faster pace, then before lunch.

1630 Arrived at Takakkaw Falls: Enjoyed the sight of the waterfall, as was clinging to the rocks in a frozen state; took pictures, skied further down the trail in search of a picnic shelter (A log cabin with picnic tables and a wood burning stove used for shelter when eating); some group members removed their packs and scouted different locations for the picnic shelter, while the other took off their packs and sat on them to rest and waited for the scouts to return.

1730 Arrived at the picnic shelter: Removed packs and skies; carried packs into the shelter; cut wood that was piled and stored for those using the shelter; started a fire in the wood burning stove located in the shelter; gathered snow to melt in pots on the wood burning stove; lit the two Coleman one burner stoves to warm up premade buffalo/beef stew for dinner; took off ski boots and wet socks, and changed into dry socks and mukluks; put on winter coats and extra clothes; decided who would sleep where; two group members started to build a snow shelter to sleep in; and the others dried cross country ski boots, socks, and gloves by placing them next to the stove.

1830 Dinner was ready: ate; talked; cleaned up; two group members finished making a snow shelter; the other group members prepared tables to sleep on in the picnic shelter; after sat on cut logs and picnic tables around the wood burning stove; wrote in log books, read a novel, told jokes, and exchanged back rubs; star identification on the way to the outhouse; chopped wood for the morning fire.

2200 Everyone was in their sleeping bag either on top of the picnic tables in the picnic shelter or in the snow shelter.

The environmental conditions on the second day of the Yoho Ski trip was such that the morning was overcast and cool with a temperature between -5 to -7 degrees C.. The sun came out around 1100 and warmed up the skiers as they headed north up the Yoho Valley. Temperatures increased to -2 degrees C. with a slight wind from the south. The skies were partly cloudy through out the day, but they cleared in the evening which resulted in very cold temperatures that dropped below -20 degrees C..

Yoho Valley, surrounded by 9,000 foot mountains, experienced late sun rises and early sun sets. The view was spectacular as noted in the log books:

> Beautiful site, mountains, trees, sunshine, snow.
>
> The snow is puffy and clumped on trees and mushroom shaped on top of wood stumps. The sky is clearing - blue skies with wisps of clouds. The sun is peaking over through the high mountains that tower over the road. We travel in the shade - but the mountains are lit up. Waterfalls colored pale blue to aqua are a common site.

The expressed feelings and concerns on the second day varied among group members with some excited about the trip, others very contemplative, and some not overly excited about the easy ski in.

> It wasn't a bad ski. Not too difficult. Easy to moderate trail.
>
> The scenery is beautiful!. My shoulder is really hurting me today. Feet were pretty sore but I didn't seem to find any blisters.
>
> Skiing was great, it was so nice to get away from the city. I already miss my wife and baby boy.
>
> I spent a lot of time today trying to figure out what I want to accomplish out of explorations. I know that the main purpose is to improve my leadership skills but I'm not sure that this type of peer experience can help. I know that I've learned a bit about equipment and logistical skills but as far as leadership skills go I don't feel as though I'm learning anything.
>
> It was a cold night. My inside bag was OK. Outer bag was wet on the inside. Cold, damp sleep.

Three group decisions where observed on the second day. The first decision was initiated while waiting for the road to be cleared of an avalanche. One person stated a preference to go to the nearby restaurant for coffee or tea, and wait there for the road to open. Everyone in the one car agreed and they asked the other group members from the other vehicles, and they agreed.

The second decision involved choosing a good lunch spot. The decision to stop for lunch was initiated by the two skiers behind the lead skier. Between these two skiers they decided a sunny spot up the trail would be a nice place to stop. They yelled ahead to the lead skier announcing their preference for a place to stop for lunch. The lead skier agreed, so all three stopped and removed their packs sat on them and waited for the others to arrive then announced that it was time for lunch. No one stated they disagreed with the lunch site so everyone stopped for lunch. There was some mention in a log book about the site being out in the wind making the site not ideal. "Stopped in a windy sunny spot."

The third decision concerned where the group would sleep. After some discussion individual decisions were made; two group members decided to build a snow shelter and the remaining six group members chose to sleep on the picnic tables in the shelter.

The leadership behavior, observed on the second day, tended to focus on the lead skier, who by virtue of their position was part of the process of creating pattern and order in the group. The first group member to take the lead skier position was observed to regulate the distance between the skiers by frequently stopping the skiers behind them to wait for those skiing way behind the others to catch up. The lead skier would ski ahead, stop to wait for the group to gather, then start skiing again. The stops allowed the skiers time to adjust clothing layers, drink water, take pictures, read maps, and so on. In this situation it was difficult to really pinpoint who was really determining the pace. Was it the lead skier or those skiers behind the lead skier, particularly the sweep skier? The conclussion made was that the lead skier closely regulated, to a greater degree, the distance between skiers, and the sweep skiers, to a greater degree, determined the pace. Both the positions of lead skier and sweep skier, were therefore observed to be in leadership positions, thus a part of creating pattern and order in the group.

The distance between skiers and the pace was also observed to be cooperatively shared by the other skiers who would choose to stop, and not continue to ski, when the lead skier stopped. It was therefore concluded that determining pace and distance between skiers was a group function of which the lead skier and sweep skier definitely were observed to be a part of determining the pattern and order within the group.

The situation, as discussed above, changed when one skier decided to take the lead and change the way the group functioned. A change of pace was set by a new lead skier who had heard comments about how slow and congested the group was moving, and a concern about getting to the campsite late in the day, and at a major stop was the first to depart. This new lead skier decided to set a faster more continuous pace, which required the group to either travel with greater distances between each skier or ski faster to decrease the distance between skiers. This was a reversal of the first situation, for the lead skier in this second situation determined the pace, and the sweep skiers determined the distance between the skiers, who along with the other skiers adjusted accordingly and did not stop as frequently and increased their pace.

The above two situations are summarized. The skiers behind the lead skier, and particularly the sweep skier, determined to a greater degree the pace of the group when the leader was very determined to maintain short distances between skiers. The lead skier regulated the pace of the group to a greater degree when he/she was not as determined to keep the group skiing close together, and the other skiers shared to a greater degree the maintenance of a comfortable distance between skiers as they skied faster to keep the group closer together.

The next time the lead skier was observed to switch positions occurred when the group was skiing down a hill, in which those who skied faster down the hill took the lead.

This demonstrated that the individual who assumed the lead skier position was in some ways determined by skiing ability.

For the rest of the day the group tended to function as described in the second situation. The group traveled along with great distances between skiers, or more specifically great distances between small groups of skiers. The distance between skiers was best described as the lead skiers not able to see the sweep skiers, but the skiers in the middle able to see the group of skiers a head and behind them. The function of the group was to travel at a pace where one could see the skier(s) behind. With this considered important to the group the lead skier did determine to a greater degree the pace, but the group pace was limited to the fastest pace of the slowest skier. This demonstrated that the group was functioning interdependently with all members observed to be part of the relationship of determining pace and distance between skiers, with those in the lead and sweep position to a greater degree a part of determining how the group functions when skiing along the trail.

The change from a more controlled lead skier, as described in the first situation, too a less controlling lead skier, described in the second situation, gave the appearance of a group of skiers who where traveling autonomously to the lead skier. In fact the skiers determined the most comfortable pace they wished to ski at by the selection of the position in the group they chose to ski at. Those who chose to ski fast travelled near the lead, and those who wished to travel slower traveled near the sweep or back. Those skiers in the middle could stop when ever they wished to read maps, take pictures, change clothing, and then ski to catch up. The seemingly interdependent nature that existed within the group was noted by one skier in a log book.

> Leadership: We just sort of rotated leadership. It wasn't a true leadership role just the person up front. Some of us worked on map reading.

As mentioned above the lead skier was not considered to control, dominate, or assume much responsibility for the group, other then keep the group skiing at a fairly continuous pace toward the destination. Route finding and navigation responsibilities where carried out by all the group members, therefore no delegation of this responsibility was given to the lead skier. The route was very apparent, though.

The lead skier was also observed to take part in determining when and where to stop to have lunch, as described in decision making, or to stop and rest. Usually no one would ski by a stopped skier, though some skiers would pass if the stopped skier stepped off the track signifying that they where going to remove their backpack or stop for awhile to take pictures or look at their map closely. At these major stops, when the group all gathered together, if someone decided it was time to go they would assume lead skier position by being the first on the trail. Group members would seem to follow randomly, usually dependent on who was ready to leave, but some patterns of who skied with who became apparent by the end of the day. The most common pattern: Lead skiers - Tammy, Ted, Jill*; Skiers - Frank, Nancy*, Janice; and Sweep skiers - James* and John*. Tammy lead for most of the morning with Ted skiing with her, then Jill* took the lead at a major rest stop just before lunch and for a short time after lunch. Ted lead the group for most of the afternoon, after he passed Jill* on a steep down hill section of the trail. These lead skiers were observed to be to a great degree part of the decision making that determined when the group had major stops which included rest and lunch stops.

An attempt to create pattern and order in the group, was observed when a few group members brought up a concern about the group not following strict avalanche safety procedures. When the group first approached an avalanche danger area, peips where turned on by the group members. The avalanche safety behavior of skiers also stated that skiers in an avalanche run out should ski quickly across the run out, preferably one at a time. The recommended safety behavior in avalanche terrain was not consistent between group members due to the perceived low risk. Those group members who questioned the behavior of others in the avalanche run out, where told that there was insufficient snow in the avalanche run out as bushes and shrubs where exposed due to past avalanche slides. This attempt to create a more consistent pattern or order with avalanche safety procedures for the group was unsuccessful.

> Crossed avalanche run outs quickly and silently, a few at one time. At another time some stopped in the run out path. I guess they figured there wasn't enough snow to slide.

The sweep skier was not noted by the group to be a major part of determining pattern and order in the group, as no one in the group stated in their log book that they assumed this leadership position specifically. The sweep skier was just someone who skied last. One group member who skied last most of the day made several comments about his evaluation of how well the group skied together today.

> The day went very well, the group stayed close together all day. Throughout the whole day everyone helped each other out. Jill* did quite well.

True to the nature of the egalitarian group, leadership behavior was not structured or preplanned, and generally involved group members taking the initiative to assume responsibilities for tasks that served to assist with the general maintenance and functions of the group. An example of this was observed when the group tried to find the picnic shelter, which took almost a hour. The group stopped at a cross roads and various group members volunteered to scout different directions, after taking off their packs. Some group members chose to take off their packs to sit on, and wait for the scouts to return. Everyone returned unsuccessful so new directions were chosen and previously scouted directions where explored further along the trail. Finally success! Other examples of emerging leadership occured at camp where the group members assumed various tasks on their own, with others assisting with tasks once they where initiated by others. These tasks where observed as leadership behaviors, and included the initiation of starting a fire, preparing dinner, group decision making, and so on.

Day Three: Takakkaw Falls To Stanley Mitchel Hut

On the third day the group traveled ten kilometers in five hours, and climbed 1800 feet in elevation. On a switchback section of the trail there was a 900 foot increase in elevation over one kilometer, which proved to be very challenging and demanding for the group members. The breakdown of the daily events were as follows:

0630 Tammy was really chilly in her sleeping bag so got up: started a fire; boiled water; and started to prepare breakfast.

0800 Other group members in the cook shelter started to get up: dressed for the day; packed sleeping bags away; used the outhouse, started to pack backpacks.

0900 Breakfast was ready: granola with hot water and powdermilk served with hot drinks: woke up the two group members in the snow shelter for breakfast; washed your own eating utensils; packed gear into backpacks; waxed skies; stored pots and tent flies in the picnic shelter to be picked up on the ski out; and filled in snow shelter trench.

0945 Departed from picnic shelter: one group member assumed the lead skier position in the group after a short delay when no one seemed to want the position; skied along a tree line trail; read the map as they skied along; at a very steep section of the trail some group members put skins on the bottom of skies that assisted the skier in maintaining grip while they walk uphill and reduced the speed while skiing downhill; stopped to alter clothing layers; and were amazed at the sixe of the large surface hoar frost crystals.

1230 Arrived at Laughing Falls, which is at the base of the switch backs: the group was spread out along the trail, with some skiers not in view; questions about stopping for lunch asked, but the two lead skiers wanted to wait until the group finished the switch backs; some group members waited for the others to catch up and the two lead skiers, who did not have skins to put on their skies, continued up the switch backs as they expected the others with skins to easily catch up; handed out candies to the sweep skiers when they arrived; shared water from water bottles; told those that have arrived that the group would stop for lunch at the top of the switch backs; and started the long and hard accent up the switch backs.

1415 The group was really spread out going up the switch backs: five group members stopped in a meadow near the top of the switch backs to wait for the others and to determine if the group wanted to stop for lunch; took off packs to sit on; had a drink on water from water bottles, shared candies and G.O.R.P.; skied around to keep perspired bodies from freezing.

1430 One group member put on her pack and indicated to the other four members, who were waiting for the other group members to arrive, that she would ski down the trail and ski back in order to keep warm: once in the sun she stopped and took out a snack; meanwhile the rest of the group skied by her and said the group would stop for lunch further up the trail; the last group member in the group was exhausted but managed to keep skiing with the group. The skier who had skied ahead and stopped to eat a snack skied at the back of the group and after a while told the exhausted skier to stop and rest, then she skied ahead and caught up with the others who had just stopped for lunch.

1500 The group stopped for lunch: Handed out lunch, which was zucchini bread and cheese; read the map; lunch brought to the exhausted skier; and extra layers of clothes were put on.

1615 Arrived at the Stanley Mitchell Hut all at different times, with the group spread out considerably along the trail: took off packs and skies; investigated the hut; headed for the outhouse; took pictures; started fires in the two wood burning stoves; determined where the group would sleep; brought in backpacks; changed out of ski clothing; gathered wood; located water source and collected water; started to prepare dinner; unpacked gear; unpacked sleeping bags and set them up for sleeping on the large group bunk beds; and found more foam pads to place against the cold log cabin walls along the bunk beds for more insulation.

1830 Dinner was ready: macaroni, cheese, and tuna as a one pot meal; washed dishes; wrote in log books; read a novel; played a guitar found in the lodge; sang along with guitar; kept the wood burning stove hot by adding wood periodically; and rested after a hard day of skiing.

2100 Everyone was in their sleeping bags except for one member who was reading and kept the wood burning stove going.

The environmental conditions where such that the overnight clear skies resulted in plummeting temperatures below -20 degrees C. for the morning. Clear blue skies were enjoyed by all the skiers, but temperatures did not increase above -14 degrees C. through out the day. Intermittent slight winds from the west cooled things off a bit more in the afternoon. The group traveled on narrow trails, through white spruce forests, for the whole day, while the sun shone brightly and was reflected off large surface hoar crystals.

This difficult section of the trail effected the group members differently as noted in the following expressed feelings and concerns:

> Shortly after this we hit the switchbacks. My two skins came off at different times. John* put one back on. The second time I was on my own. Rational thinking prevailed. I side stepped to the top of the next bend and put it back on myself. From this point on I was on my own at the end of the line. I went up a few steps, stopped and rested. Went for further, rested. I did this all the way up. It was just plain hard work.

> I really enjoyed today. The trail is very demanding physically but not skill wise. Going down will be very hard. Both skill and strength will be required.
>
> The switchbacks were brutal, those without skins had to work really hard. My skins stayed on pretty good but seem to be coming unglued from their backing. This would be a great hike!
>
> I was getting tired before lunch. Especially the right leg. After lunch though it was great to sprint (almost) into the hut.
>
> My pack bights into my shoulders causing me to stop and bend over to take the weight off my shoulders.
>
> The switchbacks were really challenging. I wish everyone could of had skins. We could have moved a little faster and some people wouldn't have been as tired at the end of the day.

The cold weather during the night and day were a cause of concern for some, while the others hardly considered it at all.

> Cool sleep last night. Probably would have been warmer if we'd had slept in snow caves.
>
> Last night was very uncomfortable. I slept on a picnic table that was too short. I wasn't cold just sore all over. I didn't get much sleep but I wasn't that tired in the morning.
>
> I'm freezing so I say I will ski ahead and ski back to meet them. They want to stop for lunch, but I've had a snack and just wish to get warm.
>
> I was so cold all I really wanted to do was cry. Silly I suppose - no not really. More a sense of having reached a turning point. The only thing to do was to keep moving.
>
> The day seemed a little colder but I didn't mind it.

Reaching the Stanley Mitchell Hut was the highlight of the day, some glad to be finished the hard day of skiing, and most delighted with the sight.

> I began to count the number of steps we were going, trying to see how far a kilometer was on the ground. At about 600 meters (my count) the cabin was in sight. I could hear the hollering before that and I knew I was close. It was a beautiful sight to behold. Nestled up against the side of the hill with the trees in the background and the open field in front.
>
> Really nice hut, well kept and lots of room.
>
> The hut looked really good. The country around the hut was beautiful.

Three decision making situations were observed on the third day of the trip. The first decision was initiated first thing that morning when two group members wanted the group to make a decision, but their questions where meet with silence.

> (Tammy) and (Nancy) are up early and want to get started so they ask if the group is splitting into buddies today. They asked three times and nobody answered so they gave up and waited hours for the group. I hope I didn't confuse the issue by mentioning it might be nice to stay together as a group until past the area mentioned in the guide book as difficult to find the trail.

The result of this, no one responding to the question of splitting into a buddy system, was that the group skied together but the different skiing abilities and fitness levels spread the group out considerably through out the day.

The second group decision was initiated at Laughing Falls, just after twelve noon, with only four group members present. One member asked about stopping for lunch and another strongly disagreed, saying he would rather eat after the switchbacks, because he would get sick with food in his stomach. One other person agreed with him and these two continued skiing towards the switchbacks.

The third decision was made near the top of the first very steep set of switchbacks. Five group members waited fifteen minutes for the others to catch up, and while they waited discussed having lunch again. It was after two o'clock in the afternoon. This group had wanted to stop for lunch and waited to discuss it with those behind. When the others caught up the group then decided to continue on until the switch backs were finished. Those struggling behind pushed on for another hour, with one member eventually unable to keep warm she was so exhausted. The few group members in the front finally decided where to stop for lunch, which was at three o'clock in the afternoon. With the group spread out, and the day so cold, the group did not get together to make group decisions. No one stated they were frustrated with the way they were making decisions or the way the group traveled spread out.

The leadership behavior observed on day three of the Yoho ski trip started out in a strange manner. First, there was a suggestion by two group members to divide up into small groups for the day, and when the group were ready to start their day of skiing at 1045 hours everyone stood there, no one moved, because no one wanted to take the lead. Finally Tammy started out followed by Ted. They set a steady pace that spread the group out considerably along the trail. These two skiers are in the lead for most of the day. The lead and sweep skiers were not observed to communication and were not seen to actively work to keep the group together or discuss any concerns. The sweep skier did assist one skier who had problems with skins falling off, and by just being there to ski with the slower skier.

The lead skiers, because of their positions were observed to greatly be a part of determining major rest stops and a lunch stop. Other then these two functions, the group skied along independantly compared to the day before.

As described below, the situation on the third day was different from the day before, with the group members observed to be functioning in a more independent manner. The dynamics seen on the second day were missing, specifically the group function of ensuring that each group member could see another skier behind them at all times, excluding the sweep skier. The group traveled up to fifteen minutes a part from one another. The group was functioning more as separate individuals, traveling at their own pace and not collectively concerned about how the other members were doing.

Four factors were determined to create the situation where the lead skiers were observed to avoid as much as possible any responsibility to the group to maintain the pattern and order observed the day before. The first factor related to two observations, where some group members wanted to divide up into small groups for the ski to the hut, and the avoidance the group members had with taking the position of lead skier. Both of these occurances indicated the avoidance of all the group members to be a part of creating order and pattern needed for effective group functioning, in other words everyone avoided assuming any leadership on behalf of the group, even those in leadership positions.

The second factor that created this situation was the demanding terrain that separated the skiers even more by their skill level and fitness level. The group knew that those with higher skill level and fitness level would have to greatly reduced their pace to stay within sight of the slower skiers.

This leads to the third factor, where there was an avoidance of those with higher skiing abilities to conform to a group average. The inability of the group to reach a consensus during pretrip planning, that would have determined a group pace for the trip, was also considered a fact that created the situation observed on the third day of the Yoho trip. During this meeting the majority stated they wished the group to travel together, and not split up, and the group demonstrated that to travel up to fifteen minutes a part from one another was considered traveling together.

The forth factor concerned who would be the likely group member to assume lead skier position, who by virtue of their position would be to a greater degree a part of determining the pace of the group. First, the pace would need to be fairly steady in order for the group to ski to the hut in one day, and, second, the difficult terrain would naturally separate the group by fitness and skiing ability from fastest to slowest members as the group tended to prefer traveling at their own pace and not to be forced to conform to a group pace. As a result the lead skiers were the fastest skiers with high skiing ability and fitness, and the sweep skiers tended to be those who either did not have skins on their skies, preferred to go slower, or had lower skiing abilities and fitness. The tendancy of the group in this situation would be for the lead skier to be one of the fastest skiers who would set a fast steady pace. This forth factor, integrates all the other points, to highlight the most important factor that would determine how the group would function under these situations, which was the pace the lead skier set.

In conclussion, when a lead skier set a pace that was much faster then the fastest pace of the slowest skier the group seperated considerably and required that the members function more independantly. More pressure was observed to exist for the slowest skier to work at capacity to maintain contact with the other group members. This added pressure created the situation where this member became exhausted and unable to generate heat in the cold weather to stay warm while she skied. This situation could of lead to the demise of the group, if the slowest group member had not been able to complete the trip to the hut.

Other leadership behaviors that were observed to emerge included the initiation of group decision making, and other tasks related to setting up the camp.

## Day Four: Rest Day at Stanley Mitchell Hut

It was Valentine's Day, and Jill* was up early to make pancakes in the shape of the initial of each group members' name. The only group activity planned was a group meeting to continue planning for the Wilmore Wilderness Park cross country ski tour. The day was spent pursuing individual objectives in outdoor leadership development, and studying for those who had an exam on Monday, which was the day after the group returned to Edmonton. It was a day of rest for some and a day of skiing for others. The breakdown of events on the forth day of the Yoho ski trip were as follows.

0700 Jill* up to make pancakes for breakfast: lit the coleman lantern and stove; boiled water; rechopped the hole in the ice and collected water; made pancakes; started the fire in the wood burning stove that woke everyone up for breakfast.

0900 Breakfast time (THANKS Jill!!): washed dishes and cleaned up the kitchen; four group members started to prepare to go skiing.

1030 Free time: Skied in local area; read; studied; wrote in log books, and slept; prepared lunch - fried bannock, boiled sausage, cheese, peanut butter, jam, and hot drinks.

1230 Lunch time: two skiers returned and shared their adventures in skiing; ate lunch; and cleaned up after; continued to study; and read. A martin had appeared on a shelf near the roof. It had taken gorp out of a backpack and ate it and growled at the brave dish washers.

1430 The last two skiers returned to eat lunch.

1500 Group trip planning meeting: Nancy* and John* showed the route in and out of the designated base camp for the Wilmore Ski trip; the group decided the they should wait until Mark could be involved in the discussion before planning the route out from base camp; discussed what kind of tents to use, wall tents vs four man tents, and the group decided on light weight four man tents; discussed what the group should do if there is no snow or poor snow conditions at Wilmore; shared individual objectives for Wilmore trip; arranged another trip planning meeting for the Wilmore ski tour.

1630 Two other group members went skiing and dug a snow pit to determine avalanche hazards. The others slept, studied, chopped wood, and went for a walk and ski in the area around the hut.

1730 Everyone went out and joined the other two skiers on a hill a kilometer from the hut: telemark lessons were provided and fun was had by all. As the sun set behind the mountains some skiers headed back to the hut, and on the way back collected dried standing trees for firewood.

1815 John* returned to start dinner: lit the coleman lanterns, and added more wood to the fire in the wood burning stove.

1830 Everyone was back at hut: Cooked dinner, stoked fire in the wood burning stove, collected water, and chopped wood.

1900 Dinner was served: Curry chicken, peas, and rice; washed dishes and cleaned kitchen; backgammon game; read; back rubs exchanged; started to pack backpacks in preparation for skiing out the next day; played cards; and wrote in log books. The Martin returned to scare everyone in the kitchen while they cleaned up, and the group members all guessed the time it would take to ski out tomorrow. A group decision was made to get up at 0600 and be ready to ski by 0800.

2200 Everyone was in their sleeping bags: either they slept, wrote in their log books; studied; or read.

The environmental conditions on the forth day were observed to be mainly overcast all day with a few periods of sunshine. Again it was a chilly day with temperatures ranging from -10 to -15 degrees C.. The wind was calm in the morning, which increased to a slight breeze in the late afternoon. The overcast conditions made the visibility flat, which refers to a lack of differentiation between the snow and the sky. The snow conditions were otherwise great for telemarking with a foot of fluffy fresh snow. Around the Stanley Mitchell Hut were numerous gentle ski slopes to use for novice to intermediate telemark skiers.

As a rest day, everyone used the day to their best advantage. Some caught up on their sleep, studied, enjoyed the coziness of the cabin, while others ventured outdoors to ski in the area. The expressed feelings for the fourth day of the ski trip were as follows.

> Pretty lazy day. Should of gone skiing earlier but didn't have the motivation (regret that decision).

> The day was great. The rest day was beautiful. I wish I would have skied more. I wanted to ski more but other things kept coming up that needed to be done.

Two skiers, Tammy and Ted, stood out as having a love for skiing. They also have good telemark ski skills. The others were still at the frustrating and exhausting crash and burn stage in learning to telemark. Nancy and Frank were persistent and worked hard to learn how to telemark.

Telemarking, as a downhill cross country ski technique, required one to climb to the top of a hill repeatedly when practicing. Learning to telemark can be very exhausting especially when one considers the energy expended when one continuous fallsng and gets up.

> Telemarking seems to be getting easier to understand but I still need to work on it quite a bit.

> Practiced telemarking - my courage is still shaky. No, my courage is okay! I'm still shaky on the hills. I don't want to fall.

> Ted and Tammy where the last to leave, betting on who could ski the most turns to the bottom of the hill. It was a tie. They both ski well.

During the planning meeting one member shared his concerns of traveling in winter. One other member mentioned that he felt the same way.

> John* and James* expressed the fact that they are wondering if they really want to be here winter touring. Scott, in particular, expressed his dislike in getting cold.

The role of the T.A. was an issue on this trip. The isssue concerned the extent that she should be involved in the group tasks of cooking, lighting fires, and taking the lead skier position. With the trip being so short, some group members stated a preference that she should let the students do most of the group tasks, while some others disagreed.

> I was very disappointed in Janice on this trip. On this trip she did very little work. I am really confused at the reason this happened.
>
> Jill* mentioned a few times about the T.A. not being expected to do the work.

This issue was not brought out and discussed by the group during the trip.

The nature of the day was such that few group decisions were needed. The group all agreed on the time to have their planning meeting. One person made the suggestion and everyone agreed.

At the meeting the following decisions were agreed to by all the group members present: 1) To bring four man tents and not wall tents. 2) Wait until Joel was present before making any more route planning decisions. 3) When and where the group would meet for the next planning meeting. The group also discussed alternative locations for the trip, and what the group would do if they were on the Wilmore trip and conditions were terrible. Alternatives were made, some very opposing. A few members strongly voiced a preference to continue the trip even if the conditions become poor. Other group members wanted to have an option of not completing the trip and change locations. The group did not resolve this discussion and reach a group decision.

At the end of the day the final group decision was made. Everyone agreed, the group decided to wake up at 0600 and be ready to ski out by 0800.

On this rest day the leadership behaviors observed mainly related to the initiation of group tasks such as deciding on when to have the group pretrip planning meeting for Wilmore, starting the fire, preparations and clean up of meals, collecting and chopping wood, and the initiation of group decision making. During the planning meeting John* and Nancy* presented the route they had chosen for the Wilmore ski trip, asking the group for feedback. They had assumed responsibility for route planning, route cards, and purchasing of maps. Leadership behaviors were also observed when the group went out skiing, as the more experienced telemark skiers provided some instruction and feedback to the novice telemark skiers.

## Day Five: Stanley Mitchell Hut to Edmonton

What a long day! The group started the day with a 24 km ski out from Stanley Mitchell Hut to the vehicles, which took over seven hours, followed by a long drive back to Edmonton. A breakdown of the events of the day were as follows:

0620 The group dragged themselves out of their sleeping bags: dressed, prepared breakfast; packed personal gear into backpacks; washed; started to clean up the hut, swept the floors, picked up garbage, and returned the place to the state it was found in two days ago.

0700 Breakfast was ready: porridge with raisins brown sugar, and powdermilk along with a hot drink; cleaned up the breakfast dishes and pots; cleaned up kitchen area; and packed remaining group food; and continued with hut clean up.

0805 Everyone was outside the hut: A new Explorations record for getting ready in the morning! Final preparation to leave: took group pictures outside the hut; waxed skies; and hoisted on backpacks.

0815 The group started out and after a short hesitation where no one wanted to take the lead, the T.A. too the position of lead skier and set a fast pace: group became spaced out along trail, though the lead stopped and waited at times to let the group catch up; a few skiers had trouble skkiing on downhill sections so one more experienced skier stayed behind to help out the falling skiers; the lead skier changes a few times throughout the day; a slow skier put on skins to slow down the decent when skiing downhill; and at the steep switchback section of the trail a few other skiers put on their skins to help control their decent. The group members all kept track of the time, as the evening before everyone decided to guess how long it would take for the group to ski out.

0930 One skier fell down while on the steep switch backs and planted his face on the handle of his ski pole, deeply cutting his right cheek: first aid was given by closing the wound with steristrips and bandaged.

1035 The switch backs were completed: skins removed and skied toward Takakkawa Falls.

1200 Arrived at the picnic shelter near Takakkawa Falls: Packed away the gear stored in the picnic shelter; unpacked and ate lunch; waxed skies; and packed away left over lunch supplies.

1230 Skied out toward Kicking Horse Campground: changed packs between two group members just for a change and hopes that the pressure points would be slightly different; the lead skier set a fast continuous pace; kept track of the time it is taking to ski out; put on more clothes as the weather changed; short rest stops were taken to wait for the slower skiers to catch up; and shared water during rest stops.

1530 Arrived back at the vehicles in Kicking Horse Campground: loaded backpacks into vehicles; tied skies onto roof rack; and decided to drive to the restaurant at Lake Louise for hot drinks and a snack.

1630 Drove back to Edmonton: drove in different directions back to Edmonton, some went through Calgary, and others drove to Red Deer by the David Thompson Highway and then onto Edmonton.

The environmental conditions on the ski out were as follows. The daily temperature ranged from -14 degrees C. to -20 degrees C., with a slight wind in the morning that increased in the later afternoon to strong winds blowing 10 to 20 kph from the southwest. The sky was overcast through out the day, with visibility ranging from two to seven kilometers due to continuous snow fall that increased later that day. The constant accumulation of snow on the slopes resulted in snow sluffing off some of the steep banks and cliffs.

Everyone expressed they had a warm cozy sleep, except for Tammy who mentioned she had trouble sleeping. The group worked hard to complete all the morning tasks by 0800, and where pleased when they were so close to the expected time.

The day was spent looking at watches for everyone had guessed a specific time it would take the group to ski out. The enthusiasm and fast pace set in preparing to leave in the morning continued on the ski trail. Some of the expressed feeling and concerns on the ski out were as follows:

> Everyone was excited when we first started to ski.
>
> I started falling, could get up fine and then fall again further on. I hadn't waxed that morning and thought that might be the problem. Skies were really slippery.
>
> The group was ahead. Ted stayed behind with me. He helped me up a few times. The last time I landed head first, mouth full of snow, my ankle feeling twisted. That was my limit. I was totally frustrated and upset with myself. Off came the skies. On went the skins. From here on regarding the hills I was fine.
>
> As I was going down the long steep part it suddenly came to me. Hey if I fall I will only fall as far as I am tall! Somehow in my mind I had been equating falling with falling down a mountain - hundreds and thousands of feet below. No wonder people could enjoy falling or playing with it. It was actually fun to practice - play around with falling and getting up again.
>
> The steep switch backs where quite challenging and difficult to ski down.
>
> The switch backs took one hour to get down, only 2 - 2 1/2 hours to ski up. You weren't tired when you skied down, but some were sore from falling so often.

At lunch the group only took a thirty minute break from skiing to eat.

> Everyone seems tired and cold. Eager to get going. Ted didn't eat, his face was swollen and numb.
>
> Most of the group were getting cold while eating. I thought it was nice out.

The pace after lunch was described as fast and very steady for some, but others had hoped for faster snow conditions, as the wax was a bit too soft for the fresh snow causing the snow to stick onto the waxed skies.

> The going was slow as it was still snowing and the trail was wind swept in places.
>
> Not nearly as much speed on the downhill sections as I had expected. Everyone tired, but in quite good spirits.
>
> The journey continued on at a fast pace. Most often when the people in the back caught up to the people in the front, the people in the front took off before the people in the back were sufficiently rested - had gathered their breath back and slowed their heart rate a little. The people up front were cold waiting.

The weather conditions were a source of expressed feeling and concerns for some of the skiers. The last five kilometers the wind picked up.

> I was fine but there were a few who were finding the cold almost unbearable to keep on skiing.
>
> The weather turned to more blizzard conditions.
>
> Wind picked up and snow is still continuous. Finally arrived to the vehicles at 3:30 pm.
>
> Arrived at the parking lot. Everyone safe and sound. Cold, but happy to be out.

On the last day a few group decisions were observed. The first decision was made around 1200 hours, when one group member asked the others if they wanted to stop for lunch. After a short discussion, everyone seemed to agree. The other group decision occurred at the end of the ski out, when one group member asked the others if they wanted to meet at the restaurant for a hot drink before they drove back to Edmonton, and Ted was driven to the hospital for stitches. Everyone agreed with this suggestion.

The leadership behaviors of the lead and sweep skier were observed throughout the fifth day and was described as a situation only slightly different then the one described on the third day of the ski trip. The lead skier set a fast, steady pace, faster then the pace of the slowest skier and spread the group out along the trail, though the lead skier would stop periodically to narrow the gap between skiers. This situation varied and tended to create extreme situations where those in the lead skier position set a very fast pace and created a wide distance between skiers, where the skiers were out of site of one another. Then once the lead skiers realized how far a part the group was, they stopped and waited for all the other skiers to catch up, which usually resulted in those up front getting very cold, so they quickly started to ski again once everyone was gathered together. The other extreme resulted when the complete stop created very close distances between skiers. The slowest skiers, worked at their maximum to try and keep up to the other skiers, and very seldom got a chance to rest as the group started to ski again when they caught up. This situation was similar to the third day, in that the lead skiers set a pace faster then the fastest pace of the slowest skier, but the difference on the fifth day was that the group functioned more interdependently at times to keep the group closer together, that fluctuated at times to the group working more independently when they spread out.

The function of the lead skiers and sweep skiers were observed to shift back and forth as to who, to a greater degree, determined the pace and distance between skiers.

Several factors were determined to create this situation. First, the severe accident may have generated a need for the lead skiers to periodically make sure the sweep skiers were in good health, for many realized that they were unaware of the accident for a long time, and lucky that a first aid kit was close to where the accident occurred. The second factor was the push to complete the trip as fast a possible, for many had underestimated how long it would take to finish the trip when they stated a specific time the evening before. The lead skiers tended to set a very fast pace, then realize how spread out the group was, and then stopped. The last factor was the very cold weather. The lead skiers became so cold when they waited for the others that when they did catch up they had to ski a fast and they could to just get warm. These three situational factors were determined to be a part of what created the extreme leadership behaviors observed on the fifth day.

The person skiing lead changed several times, usually at a rest stop, when someone determined the end of the rest stop and was the first to start skiing. The group members that had the tendency to assume this position, particularly near the end of the trip, were those group members who were the fastest skiers.

The sweep skier assisted the skiers at the back who were having problems falling and keeping up with the group.

> I was leading for awhile and Frank was behind. The other members of the group fell way behind so we stopped. Then someone else led so I was sweep.
>
> I was again skiing sweep. I like this and it also helps Jill* because she doesn't like being last. There was no time on this trip where she was last for more than 10 - 15 minutes on any one day.

Initiating the departure from lunch was also noted as a leadership behavior:

> After lunch I noticed James* was shivering. I tried to get everyone moving by starting the waxing process. It seemed to work.

Other leadership behaviors noted on this last day ski out were observed to be those behaviors that initiated group activities, such as, decision making.

The final summary and evaluation of the trip as expressed by some of the group members were as follows:

> This again was a hard trip for me. I have a fear of going fast downhill on my skies. So far nothing has cured that fear. Mostly I think I just need to keep developing more skills and control. I enjoyed the challenges of this trip.
>
> Great Trip!! Would have been nice to have one more day the the A.C.C. Hut.
>
> Tough ski out - 24 km. Great trip but needed more time at A.C.C. Hut. Should have done more skiing on day off. Need to come back here in the summer.
>
> I am not sure whether Janice is going or coming anymore. Jill* fights by her side to get us to accept Laurie as a group member and not as a T.A. and then all of a sudden they expect us to treat her like a T.A. and not like a group member. I can deal with this but I feel some members of the group voice their disapproval at some of Janice's things which makes the group members far apart at times. Most of us are very independent people. Janice tends to give help when she shouldn't. Some of us are a bit defensive which doesn't help the problem any. Overall I feel the trip was a great success.

Overall everyone enjoyed the ski trip, with some mention that the trip should of been longer. Three concerns were mentioned frequently: the cold weather; steep terrain that made skiing difficult for some; and the inconsistent behavior of the T.A., which was the continued conflict concerning the role of the T.A. on trips. The T.A.'s involvement was considered too much at times, and too little at other times. This pendulum swing had not found a happy medium in the group and the conflict persisted.

# WILMORE WILDERNESS SKI TRIP - A CHRONOLOGY OF EVENTS

This trip was designed, in September to December 1985, as the extended cross-country ski trip in the Explorations schedule. The twelve-day trip was originally scheduled to take place from February 20 to March 3, 1986, but the dates were changed to February 25 to March 8, 1986. There were two reasons for this change in dates. One reason was the need to spend some time planning for an alternate trip, due to the cancellation of the dog sled trip originally scheduled after the Wilmore ski trip. The second reason for changing the dates was a desire on the part of the Explorations group to avoid starting the trip while a cold front covered most of Alberta, that brought temperatures of -30 degrees C. and colder. The group was particularly disappointed in having to cancel their three-week dog sled trip, which was to start at Yellowknife, N.W.T.. In it's place the group decided to organize a six-day snowshoe trip into Howes Pass. The group was not able to generate a consensus decision for a more extended snowshoe trip, so the Wilmore ski trip would be the longest winter trip for the Explorations group.

The Wilmore ski trip was designed to enable the group members to address individual objectives, so it was decided that the group would split up into two small groups for six of the twelve days of the trip. The group of five group members decided to set up a base camp from which to do short overnight trips and day trips, while the group of four group members wished to have more of a physical challenge so they decided to travel into the next valley, a considerable distance from their base camp. This split demonstrated the heterogenous characteristics of the Explorations group, who decided to separate in order to meet individual objectives.

For the Wilmore ski trip the following pretrip planning responsibilities were chosen by the group members:

1. Group equipment - prepared a check list of equipment needed, ensured that the equipment was in good repair (i.e. toboggans were repaired), and have it ready to load in the van when departing. (Frank and John*)
2. Menu and Food Planning - a strategy of planning the menu was based on meals that were light to carry and easy to prepare, that are duplicated only two or three times to ensure variety. The food items needed for the menu were purchased, and packaged into the daily meals of breakfast, lunch, dinner, and condiments (i.e. sugar, drinks, spices, etc.). (Tammy, Ted, James*, and John*)
3. Transportation - with group involvement determined the mode of transport to and from Wilmore Wilderness Park, booked the university van, organized who would drive the van back and then drive to pick the group up, determined the costs, and organized the pick up of the van. (Mark)
4. Route Planning and Map Purchase - with group input designed the ski route, made route cards, organized

emergency procedures (i.e. who to contact in case of emergency, RCMP notified, etc.), purchased maps for the group, and distributed the maps and route cards to each group member. (Nancy* and John*)

The Explorations group planned to travel from the east side of Wilmore Wilderness Park, where the Berland River intersects Highway #40, skiing 68 km west and then south to finish at Rock Lake. The estimated traveling pace was 3 kph, skiing approximately 10 to 15 km per day. Base camps were determined for each small group along this route, from which they would ski to various locations for six days of the twelve-day trip. As it turned out, the Explorations group overestimated their pace, slowed down by trail conditions which put them behind two days. The small groups had only four days of skiing, with the 68 km ski route taking eight days to travel.

The ski route chosen through Wilmore follows a large river basin of the Berland River, making navigation fairly easy. The trail was broken by snowmobile for some of the route, with the first two days and last two days noted as days when trail breaking was not required. The rest of the trail was not broken or marked which resulted in hard, slow days of traveling approximately 5 km per day through deep, wet snow. Multiple river crossings also slowed the group as scouting and route selection were required to find safe ways of crossing the flowing Berland River.

Day One: Edmonton to Berland River Campsite

On February 25, 1986 the Explorations group traveled, in a rented university van, from Edmonton to the Berland River Campsite. A graduate student had volunteered to drive the group there and then return the van to the University on the same day. The van was completely loaded with all the food, equipment, and the toboggans that would be used on the twelve-day ski trip. The breakdown of events of the first day of the trip were as follows:

0700 Arrived at University of Alberta and different group members accomplished the tasks stated: repaired ski boots; took wax off skis; picked up van; loaded food and equipment in van; put on roof racks; tied toboggans onto roof racks; and best wishes, good luck, and farewells from Dr. Glassford and Dr. Scott.

0825 Departed U of A; drove to pick up shuttle driver; dropped off a vehicle; and drove to Hinton.

1145 Arrived in Hinton; refueled van; purchased lunch at Dairy Queen or grocery store; registered the trip with the RCMP; and purchased red klister.

1300 Departed Hinton; drove on highway #16 west and then north on Highway #40, 32 km past Rock Lake road to the forestry campground.

1400 Arrived at campground located on highway #40 and Berland River crossing; unloaded vans; realized that a pair of boots were forgotten in Edmonton; searched throughout equipment but could not find boots; James*, Nancy*, Jill*, and Ingo (shuttle diver) drove to Blue Lake Center and then drove to Hinton to find replacement boots; rented boots in Hinton; returned to campsite; the other group members stayed at the campsite and moved the equipment and toboggans over to the picnic shelter; Ted and Tammy went for a short ski checking the trail conditions; Frank and John* moved picnic tables into the picnic shelter, enough for everyone to sleep on if the group camped there that night; collected and chopped wood; bird watching; wrote in log book; set up radio and antenna to test radio but were unable to receive or tansmit; discussion on the options of what to do that evening, but eventually decided to wait until the others returned; and started a fire in the wood burning stove located in the picnic shelter.

1630 Group returned from Hinton; shuttle driver said farewell and drove back to Edmonton (Thanks Ingo!); discussion on what to do and a final decision made to camp at the campsite; prepared dinner; wood added to fire; Frank said that this was the last night he would work on the fire giving others the experience; James* said he gave up his vote in the group for holding everyone back, and bought donuts for desert as a way of saying sorry; explanation of how the food was organized by color coded bags; evening walk; wrote in log books; a suggestion to have everything loaded in the toboggans ready to go in the morning, but no one respnded to this; and an individual choice was made by everyone to sleep in the tents.

1820 Dinner was ready; ate soup with barley and dried vegetables which were a bit crunchy; donuts for dessert; and cleaned pots and dishes.

1850 Two trappers (Herman and Mike) came by on skidoo. They had been up the river cutting wood for old man Roy. They said the rivers were not frozen and the group would have to do several river crossings on our route. They suggested the group stay on the high trail to Adams Creek, though they said they thought the group was crazy to do the rest of the route to Rock Lake. They offered the use of their cabin just past the Adams Creek junction, but the group declined the offer as the planned route was not in that direction. They wished the group good luck.

1939 Dark outside; headlamps put on; food packs hung in the rafters of the picnic shelter; and washed and brushed teeth.

2000 Star gazing, used a star chart.

2045 Everyone was in their tents for the night.

What a clear and sunny day! In Edmonton, at 0700 hours, the temperature was +4 degrees C. with clear blue skies. At the Berland River campsite it was +5 degrees C. with a 10% cloud cover, and strong 20 to 30 kph gusting winds. After sundown the temperatures dropped to -5 degrees C.. This was incredibly mild weather for the end of February. The warm weather and strong winds resulted in the early melting of snow, particularly around the bushes and trees where the grass was exposed. This was foothills country with rolling hills, bogs, and mountain peaks loomed on the horizon.

The expressed feelings and concerns for the day were as follows:

> Basic travel day, with no problems except for the boots. Put the group 5 km behind schedule, but should be able to make that up in the next few days.
>
> Feet are a little wet as mukluks are getting soaked because of melting snow.
>
> River crossing may be a problem but I'm sure we'll find a way around it.
>
> (Ted) and I went for a short ski and found problems getting a grip with red wax. Really need klister - oh no! Not much snow. Seemed to be more snow when sheltered in the trees.
>
> The moon wasn't up yet but its light was interfering with our sights (star gazing). It was still a really good night. I enjoyed it.

An incident that occurred in the van ride resulted in one group member apologizing to the T.A. for rude behavior. The T.A. was concerned about not bringing red klister, so she asked the group if they wanted to stop in Hinton to buy some. The response was a rude no from three members of the group. The question was not pursued further. The apologizing group member said he did not know what prompted his behavior, but there was no excuse for being rude. They discussed what had occurred and decided that the role of the T.A., not the person, was what was disturbing some group members. This role was related to behavior that acts with authority in knowing what was best, or what was required in the Explorations program. The authority role of the T.A. was the source of the conflict. The group did purchase the red klister, so the group did decide they needed klister, but some group members objected to being told this by the T.A., even though it was phrased in the form of question.

The day was full of surprises, with one in particular throwing the group off their schedule, which necessitated that the group make decisions. The observed group decisions were as follows.

Once the group realized that a pair of cross-country ski boots were forgotten, a discussion of the problem resulted in a list of possibilities of where to find replacement boots, specifically Blue Lake Center (just down the road), Hinton sports store, or Jasper sports store. When the group members left to find some boots, the others left behind had no idea when they would return. The following possibilities of what to do while they waited were discussed.

(1) Pack up the toboggans except the equipment and food needed for dinner, eat dinner and then ski for two hours

before setting up camp; and (2) Camp at the campsite, and get the toboggans ready to go and sleep on the picnic tables in the picnic shelter. Those left behind to wait did not make a decision, and waited for the others to return.

When the group did return one group member asked: "What are we going to do? Start skiing?" Three group members stated strongly that they thought it was too late, and they wished to camp at the Berland River campsite. No one else stated a preference, so it was agreed to set up camp.

The next decision observed concerned where to sleep. The picnic shelter was set up so everyone could sleep on a picnic table, and one person suggested that most of the gear be packed in the toboggans ready to go for departure in the morning. No one responded to this suggestion, then another group member asked the question: "If I put up a tent will anyone else want to sleep in it?" Four group members said they would, and eventually everyone decided to sleep in a tent. The decision of where to sleep ended up being an individual choice, but by choosing to sleep in tents, that meant the toboggans would not be packed ready to go.

That evening the group discussed when they should get up, and the planned time to be on the trail. Someone stated a preference to be up at 0610 and ready to go by 0800. Everyone agreed and a group decision was made.

On the first day of the Wilmore ski trip the leadership behaviors observed to emerge within the egalitarian group were many. They were, for example, behaviors that initiated the purchase of klister; initiated group decision-making and group tasks, for example when two group members built a fire, and others prepared dinner, cleaned up, and hung the food to keep it safe from hungry rodents; and initiated activities, for example, tested the radio, explained food organization, moved extra picnic tables inside picnic shelter for others to sleep on, scouted the trail and checked for wax suitability, and initiated star gazing. These leadership behaviors in the egalitarian Explorations group were seen as those behaviors in which the group members had the power-from-within to be a part of creating pattern and order in the group, by accepting some responsibility to ensure that group functions are maintained and the group worked together effectively. The power-from-within is a sense of how things work, that would help the group function effectively.

Day Two: Berland River Campground to Campsite #2

Happy birthday to John* and Frank's wife! The group skied a total of 12 km on a well marked ski trail, and climbed 900 feet in elevation. The breakdown of the events for the day were as follows:

0610 Watch alarm beeped; those who were to make breakfast dressed and then got up and started to prepare breakfast..

0720 Those who slept in woke up to the sound of happy birthday sung to John*; ate breakfast, Red River cereal with brown sugar and powdermilk, along with a hot drink; cleaned up pots and dishes; packed personal gear; took down tents; loaded the two toboggans; group found out that some lunches were forgotten in Edmonton and would have to adjust all the lunches to last for the trip; waxed skies with red wax; those pulling toboggans put skins on their skies; and read the map to become familiar with the route.

0915 Departed; those pulling the toboggans packed their backpacks in the the toboggan, while the others skied with large backpacks on; one toboggan puller had difficulties with his skins falling off and eventually put on another pair; skied down the skidoo trail and stopped occasionally to remove layers of clothing as the day warmed up, took pictures; read the map; and had a drink of water from water bottles.

1155 Rest stop and lunch; after a short discussion between a few group members, one member announced it was time for lunch; ate crackers and sausage with water and G.O.R.P. passed around; read map to determine location; put klister on skies; and then backpacks were hoisted up and toboggan waist belts put on.

1235 Departed; the group skied up the trail but had difficulty with the klister wax on the skies not gripping; therefore they had to herringbone (using inside ski edges) up even the smallest hills. The downhill sections were hazardous with the ice making it hard for the skiers to snowplow (using outside ski edges) and reduce the speed of the descent.

1315 Arrived at Old Man Roy's cabin; talked with him finding out about how the trapping has changed over the years, and enjoyed his delight in the 'snowboats'(toboggan) the group were pulling; he talked about the skiers he saw coming down the trail, and laughed at the rest of the group as they skied down the hill to his cabin; he said they seemed 'new on skies'; many took pictures; said their good-by's to Old Man Roy; and continued skiing up the trail.

1350 Arrived at a trail junction that has an empty registration box and a large map of Wilmore Wilderness Park; rest stop; looked at the large map and recorded the grave sites and historical sites onto the topographical maps carried by the group; everyone except two group members took off their skies and slid the skis into the side pouches on their backpacks; passed water bottles around; read the map; hoisted backpacks on and continued up the trail; most of the group members were hiking on the icy skidoo trail; and enjoyed tree and bush identification along the way.

1530 Arrived at the gates to Wilmore Wilderness Park; read the map; discussed as a group how much further to go before they looked for a good campsite; decided to continue another 2 km and look for a good campsite near a stream; the group continued on, setting a fast pace as everyone was eager to get to the campsite and remove their backpacks; once at the stream the group skied further up the trail as they started to look for a good campsite that was flat for setting up the tents, and sheltered in the trees.

1650 Decided on a good campsite; removed backpacks and waist belts from the toboggans; selected good tent sites and set up the tents; collected wood, a lessen given on how to saw wood; a lessen given to one group member on how to light a fire; collected snow for water as the stream was frozen; prepared dinner; wrote in log books; and dried socks and boots by the fire.

1915 Dinner was ready; ate spaghetti with tomato sauce, followed by a lemon glazed birthday cake for John, served with noise makers squealing and singing of happy birthday; cleaned dishes and pots after dinner; melted snow for water bottles; dried skins over the fire; gazed at the fire; wrote in log books; went for a walk down the trail and tried to identify the stars through the narrow gaps in the tall trees; discussion about when to get up tomorrow, decided to wake up at 0600 and be ready to ski by 0800; two group members volunteered to make breakfast; and prepared tents by putting out sleeping bags.

2030 Group members started to go to their tents, while others wrote in their log books and sat around enjoying the campfire.

2200 Everyone had gone to their tents for a good night's sleep.

The environmental conditions were recorded as follows. The morning temperature was -5 degrees C. at 0720 hours, which increased to +3 degrees C. by 1030 hours. The sky was a deep blue with a few puffy clouds that moved west to east. By lunch, the temperature was +7 degrees C. which decreased to -4 degrees C. by 1800 hours.

> South facing slopes are almost bare of snow. Luckily almost all of the trail had snow on it.
>
> Warm and clear sunny skies. I'm too hot in my lifa. Suntanning weather.

The fantastic weather was great but the snow conditions greatly affected the expressed feeling and concerns of the group, which were as follows:

> The skiing today sucked. The trail we followed was over hilly terrain and was basically ice. Klister was even useless. Everyone ended up taking off their skis and walking.
>
> A rather tiring day. The wax didn't work out well at all.
>
> Travel was slow. Actually it was a good pace for me. I finally got a chance to see the scenery.
>
> My shoulder was really aching all day. I don't know if I can adjust the pack to make much difference.
>
> Traveled 12 km today. Less than 2 kph. Have miles to catch up tomorrow.

Two incidents occurred first thing in the morning that upset a few group members, as expressed as follows:

> Tragic moment - found out I must have left group of four lunches at home. I'm really feeling like a jerk. I was so careful and still I forgot. Everyone has taken it well. We are going to divey up what we've got.
>
> John* having problems with the skins he borrowed from Walley. He is more than frustrated.

Four group decisions were observed on the second day of the Wilmore ski trip. The first decision was initiated at a rest stop when one group member asked if the group should stop for lunch. Another group member silently mentioned that the group had not gone very far. Four group members said they were hungry, while the others said nothing, so one of the hungry group member's announced that it was time for lunch.

At another rest stop the second decision of where and when to start looking for a campsite was initiated. Two suggestions were made: (1) go for one more hour traveling two kilometers to a stream, and (2) continue skiing until off the map. The majority agreed favorably with the first suggestion, and eventually everyone agreed to look for a camp in two kilometers.

When at the stream the group had to make their third decision of which site to select as a good campsite. While the group skied down the trail, a group member who was skiing in the middle of the group announced that a particular site looked good, but no one responded with acceptance. The two skiers in the lead, and just up the trail a way, yelled out they found a good site, took off their backpacks and started to set up the camp.

While sitting around the campfire, the fourth decision of the day was initiated. "What time should we get up tomorrow?" Someone suggested 0600 hours as a wake up time and shoot for 0800 hours as a time to be starting the morning ski. Everyone agreed, knowing that they were behind schedule and the skiing conditions were slowing the group down.

The situational conditions of the Wilmore ski trip were found to determine how the how the group traveled. The group skied with two group members pulling toboggans, who traveled a lot slower then the others who skied with large backpacks on. These toboggan pullers had skins on the bottom of their skies which provided the necessary friction that enabled them to pull the toboggans. They generally did not move any faster than a fast walk. Some skiers always traveled at the back with the toboggan puller to assist them on steep hills. The trail was fairly icy which also limited the speed of the cross-country skiers with backpacks, as the wax was not providing much grip. On the second day of the trip, the group traveled along the easily navigated route spread out considerably, with the difference in traveling speed between the toboggan pullers and the skiers still was considerable.

The behavior of the lead and sweep skiers were found to be other factors that determined how the group traveled along the trail. The lead skiers initially set a fast pace that separated the group of skiers from the toboggan pullers and their helpers, though they briefly stopped now and then to reduce the distance between group members. The lead skiers did determined, to a great degree, the major rest stops when they stopped and waited for the whole group to get back together. The lead skiers, though, generally did not ski out of visual range of the other skiers;

therefore the pace was not faster then the slowest skier and. Most of the group members traveled at their preferred pace, and chose to ski either with the fast group in the lead or with the toboggan pullers. In conclusion, the lead skiers were observed to determine, to a greater degree, the major rest stops and the distance between skiers, while the sweep skiers were observed to determine, to a greater degree, the pace the group traveled at, as they slowed down the fast skiers up front.

Other leadership behaviors emerged in the Explorations group, for example, when different group members initiated group decision making, shared their skill and knowledge on how to use a saw and build a campfire, and initiated group tasks, such as, selecting a site to set up tents, preparation for dinner, and so on.

Day Three: Campsite #2 to Campsite #3

The Explorations group skied 10 km on the third day. After lunch they left the skidoo trail having skied 6.5 km; then the group headed into the wilderness only to travel 3.5 km in four hours. Deep heavy snow and multiple river crossings slowed the group down considerably and put them even further behind the scheduled trip plan. The breakdown of events for the third day of the Wilmore ski trip were as follows:

0600 Alarm watch beeped but it did not wake up the sleeping campers.

0650 Cooks for breakfast woke up; quickly dressed; packed sleeping bags away; gathered snow to melt;

started stoves and one stove leaked fuel and completely lit on fire.

0720 Woke other group members up as breakfast was almost ready; they dressed; packed sleeping gear out of tents; took down tents; started to pack away personal gear into backpacks.

0800 Breakfast was ready; ate granola with powder milk and had a hot drink; cleaned breakfast dishes; packed toboggans; and cleaned campsite area.

0930 Departed; only one person was skiing, as the others decided to hike and carry their skis on their backpacks; read the map; and stopped to take off layers of clothing as the day warmed up; and traveled at a fast continuous pace with the lone skier in the lead.

1205 Lunch stop at the junction of the Berland river and Adams Creek; ate tuna and salmon on crackers, with G.O.R.P. and water; rested on sleeping pads and soaked up the the sun; scouted to determine best route as the group planned to leave the skidoo trail after lunch; wrote in log books; looked for Adams grandmother's grave site in the area with no success; skis waxed; those pulling toboggans put skins on their skis; and skis were last to be put on.

1315 Departed; the lead skiers broke trail through deep, heavy, wet snow, with the three trail breakers needed in front because a wide trail was was required for the toboggans to be pulled through; some skiers switched to pulling a toboggan; and the person in the lead varied as those breaking trail switched now and then as different skiers became tired.

1415 Arrived at the first Berland river crossing; the trail breakers up front scouted the area and found an ice bridge for the group to cross over with; and this route lead the group through thick willows.

1450 Lead skiers arrived at another open stretch of the Berland river again, only there were no ice bridges to be seen in the area; the lead skiers yelled back to halt those pulling the toboggans and discussed various options and sent scouts down the west and east sides of the river looking for the best route to drag the toboggans through; after much discussion the decision was to travel down the west bank to look for a river crossing; and one lead skier went back to tell the toboggan pullers to proceed down the west bank.

1545 Departed; skied down a dried out creek bed; the route was a dead end so the lead skier called back to halt the progress of the toboggans again; scouts headed out in different directions to find another route; a trail was located and the group followed it for the rest of the afternoon.

1710 Stopped to set up camp; one skier continued down the trail scouting it and break the trail to help speed up progress for tomorrow; others collected water for dinner from the river; collected firewood and started a fire; set up tents; and prepared dinner over the stoves.

1830 Dinner was ready; ate potato chowder served with hot drinks; cleaned dinner dishes and pots; made bannock over the campfire; and discussed the days events.

2000 Some campers prepared their sleeping bags; one group member went to sleep for the evening; others sat around the campfire and rested, enjoyed the evening and the fire; wrote in log books; some song sheets were pulled out and two group members sang some songs; and gradually some members eventually headed to their tents for the night.

2200 Everyone was in their tent; changed into sleeping attire and prepared for a warm deep sleep. It rained a bit in the night.

The environmental conditions for the third day of the ski trip were very mild with a morning temperature of -7 degrees C. that increased to -2 degrees C. by 1000 hours, and eventually increased to a blazing +10 degrees C.. The sky was partially cloudy all day, with a slight wind out of the west that increased in the evening to gusting winds of 30 to 40 kph. A beautiful spring day, that had group members stripped down to just lifa tops, with sunscreen applied unsparingly to faces, and sunglasses worn all day. The terrain proved to be the most challenging for the group.

> Up until Adams Creek it was a skidoo trail. After that the trail was pretty much according to the map for the first km or so. After the trail crossed the Berland it went into bush, hopping over and under deadfall. This made pulling the toboggan impossible.

The expressed feelings and concerns of the Exploration group on the third day were as follows:

> Last night was a fairly good night except I kept on waking up all the time. I felt great this morning. My boots were frozen stiff.
>
> My boots inner and outer were soaked by about lunch time today. The snow was very wet and my feet were very warm so they didn't stand much of a chance staying dry.
>
> Feet were soaking wet all day.
>
> The unbroken trail was hard to ski along. Very tiring.
>
> Really slow today once we got off the snowmobile trail.
>
> Pulling the toboggan was just a grunt.
>
> Separate groups could be a luxury. It may take us 12 days just to get to Rock Lake!!
>
> Route finding was a little difficult because the river is open in most parts. So far we've been lucky and found snow bridges over the rivers and creeks.
>
> Everyone didn't have enough to eat which has happened every meal so far.
>
> Lunch - not nearly enough. Supper - They could have doubled their proportions. It tasted really good.

One group member did not have a very good first couple of days on the Wilmore ski trip.

> I don't like how I was on the first few days. Kind of tough, unsmiling, defensive, guarding of myself. The other part of that is pleasing and trying to belong and basically being out of step. Out of step with my inner environment - at odds with myself. I didn't feel I could tell anyone I didn't want to be there or that I was afraid to be with them. I felt so threatened.

Many of the expressed concerns related to wet boots, difficult and slow route traveled, and a lack of sufficient food. One group member expressed feelings and concerns about being on the trip, and being uncomfortable with the group.

Two group decisions were observed on the third day of ski trip, but only one was recorded in any detail. The first decision related to route selection. The group was separated on the trail, with those a way behind pulling toboggans told to wait where they were until the best route was determined. The skiers in the lead had reached the open river of the Berland River for the second time. This time there were no ice bridges in sight, so the small group of five skiers discussed the possibilities coming up with two alternatives. One, to go back where the group crossed the Berland earlier and try a different route, or, two, find a route through the trees along the banks of the river facing them until they located an ice bridge. They decided to scout the area to see if the second alternative was really feasible.

> (Ted, Mark, and Nancy*) check the east back. (Frank and John*) check the west bank. Mark and Frank decide it is best to go on the west side.

When the two sets of scouts returned from their areas and discussed what they found, they eliminated the east bank due to many fallen trees and steep banks that would make toboggan travel difficult, and the two of the scouts that had mainly discussed the issue decided what route to select. But, two members of the group challenged them when they made this decision without involving the others.

> Both (Ted and John*) asked if we should make a group decision. Frank said yes, probably a good idea. (Ted and Mark) went to get (Tammy and James*) to bring the toboggans but instead of going through the process of making a group decision (Ted) directed (James*) toward the west side. (Frank) asked again whether we should make a group decision. (Mark) explained what he thought this was the obvious choice going over the alternatives. Off we went knowing it was everybody's choice but not going through the process.

This was the first time that Group members had raised the question; When should the all the group members be involved in the decision-making? Those in the front had tended, to a greater degree, to make decisions for the group, and those not involved now asked to be more involved.

The second group decision concerned where to stop for the night and select a campsite. Those in the lead arrived at their decision quickly, having skied into a nice campsite area. Those coming up from behind were told that it was time to set up camp. Specific details of the decision were not recorded by any of the group members, though it can be assumed that the lead skiers were part of the decision-making, and they did not involve all the group members.

With a change in the terrain, new leadership behaviors were observed. When the Explorations group left the snowmobile trail, route selection was required with the trail not marked. Route selection required that skiers volunteer to forge ahead and scout the area in order to bring back information of what they had found and make recommendations on the feasibility of traveling on the route. The scouts were important as they tried to provide the best route for the toboggan pullers. Generally, the lead skiers became the scouters.

The males in the group with higher outdoor experience tended to take the lead skiers positions on the third day of the trip. Trail breaking was exhausting work and required at least three lead skiers. Everyone helped out with breaking trail, but when scouting was required some group members tended to reserve their strength during the scouting stops, particularly the toboggan pullers, and let the more energetic skiers take the initiative. Those less experienced male and females skiers who did take the initiative to scout along with the more experienced male skiers were observed to not be as involved in the final decision making to chose a route. The lead skiers, who tended to be the more experienced male group members, were observed to take on, to a greater degree, the route selection, scouting, and trail breaking leadership tasks.

The tasks of the lead skiers changed, with pace and distance between skiers not observed to be a factor with the terrain bunching the group. The lead skiers were slowed down by the tasks of breaking trail, scouting, and route selection decisions.

## Day Four: Campsite #3 to Campsite #4

The Explorations group continued to have problems with the route finding and river crossings. They skied 5 km before they set up camp. The breakdown of events for the fourth day of the ski trip were as follows:

0630 Alarm watch beeped and rapidly turned off; those cooking breakfast dressed and left their warm tents to gather water and start preparing breakfast.

0720 Breakfast called to wake up the other campers; they dressed; ate oatmeal with dried apples, brown sugar, and powder milk and a hot drink; cleaned breakfast dishes and pots; tents taken down; toboggans loaded; skis waxed; skins put on skis; and backpacks hoisted onto sore backs.

0930 Departed down the trail broken the evening before; broke the trail further so it was wide enough for the toboggans; crossed a very thin ice bridge; and continued along following the river.

1030 Arrived at the next river crossing, only no ice bridges could be seen for a long way down the river; decision by a few members to cut down a large black poplar tree they believe was almost dead; one other group member decided to start building another bridge up river using dead fallen trees; others helped build the bridge with dead trees; the felled tree did not fall across the river so everyone helped build the bridge with dead trees; gear was carried over the bridge; someone suggested stopping for lunch; group decided to stop for lunch but to eat across the river in the shelter of the trees; unpacked the lunch supplies and everyone crossed back over the river, using the bridge constructed with 20+ dead trees.

1145 Lunch; ate carrot cake with peanut butter and honey; while they ate a discussion was started by one member concerned about the decision-making used by the group and leadership in general; two group members announced that they wished to lead after lunch; one group member suggested the group light a fire or start up a stove for hot drinks as she was cold; other group members disagreed as they wanted to get skiing, and suggested she wear a hat to help keep warmer.

1230 Departed; crossed the bridge; packed away lunch supplies; loaded on backpacks and fastened on waist belts for pulling the toboggans; two females were out in lead, with two other females and one less experienced male skier behind as they helped to break trail, followed by the other males with the toboggans; the group travelled very spread out, with those at the front not able to see the skiers and toboggan pullers behind; several ice bridges were found for river crossings; and several mud sections had to be crossed where skis and toboggans were carried.

1500 At a major rest stop, where the lead skiers waited for the toboggans to catch up; lead skiers asked if anyone else wanted to lead; one of the less experienced male skiers volunteered to give it a go, but lasted only 30 minutes, when a more experienced male skier took over. John* became frustrated as he looked for the best route selection and eventually was passed by Ted; after skiing an hour or so Mark mentioned that there was a good campsite in the immediate location so scouts went to look for it while the others waited for the toboggans to catch up.

1605 Question: Should the group stop and set up camp at this good campsite? They discussed this for ten minutes then the group decided to stop, but a few group members skied ahead to break trail for the next day; tents set up; fire started; and dinner prepared.

1735 Skiers returned from breaking trail.

1740 Dinner was ready; ate chicken and rice; cleaned up; campfire discussion when Nancy* requested feedback on she and Tammy lead that day; dried boots and socks; wrote in log books; and rested while they enjoyed the campfire.

2200 Everyone was in their tents for the evening.

The environmental conditions for the fourth day of the ski trip, were such that the day was cool and windy, with a morning temperature of -1 degrees C. that went to a high of +5 degrees C.. The wind was strong coming out of the west. By 1900 the temperature dropped to -3 degrees C.

The terrain was described as follows:

> Up to the forks took us through snow, mud, and over and under logs. We crossed the river five times. All but one crossing was on ice. South of the forks it was much easier. We followed the river and crossing the river many times on ice bridges. The river is predominately ice covered.

The expressed feeling and concerns on the fourth day were very representative of previous days with comments of the skiing conditions, wet feet, food shortage, river crossings, and the main incident concerned the building of the bridge. The expressed feelings and concerns for the fourth day were as follows:

> Skiing this stuff is bogus. I had Wally's skins on all day so I didn't have too much trouble.
>
> I'm not impressed with the skiing so far on this trip but it certainly is an experience.
>
> The first person must break through 1 1/2 feet of snow - its hard work especially breaking through the hard crust.
>
> We only skied 5 km today. We skied 2 1/2 km in 5 hours. From the forks it was 2 1/2 km in 1 1/4 hours.
>
> Feet are wet again today but not so bad as before. I guess the more I ski the less wet they get.
>
> Had to build a bridge to cross the river once today but besides that we've been lucky.
>
> I felt badly about going ahead with our intended bridge when I knew everyone wasn't in agreement. I was just frustrated being at the back of the group and not being in on the action. To get in on the action the group norm seems to be go do it.
>
> I really enjoyed leading and our route finding this evening.
>
> I still feel really upset and responsible for lack of food. The comments are really bothering me. I'm taking it as best I can but must work on taking advice and not letting things bother me.

> Most people are handling the strain fairly well. John* and I could use some more food. Ted could probably use more too. He has a cold. James* appears lackadaisical. Before supper he was sitting around staring into the fire. Jill* is holding her own.
>
> The night was beautiful, clear and very quiet night. Everyone seems to be quite mellow. I think everyone is a little tired.
>
> Today was our scheduled rest day, but we're still about 10 km short of base camp.

When one of the group members asked for feedback on their leadership, another member expressed the following concern:

> She didn't think we should have left her alone and not get so far ahead of the toboggans. She felt frightened crossing the ice bridges and if there were problems or an accident with the toboggans they wouldn't have the man power to send someone to slow us down.
>
> Jill* explained she envisioned dropping down through a hole into deep water.
>
> To me there was no danger whatsoever with the bridges - especially since the water was so shallow. And with thinking it was low risk traveling the group decided it best to have the trail breakers ahead of the toboggans in case of back tracking and time needed for best route selection for the toboggans.

The cooler weather for the first time on the trip started to affect the group. At lunch one member asked about starting a fire or starting a stove, and after lunch another group member expressed the discomfort of the cold. "I was cold and eager to go - saying so."

Three major group decisions were observed on the fourth day of the ski trip. The first decision was made when three group members decided to fell a tree to make a bridge for a river crossing. Two other members expressed their disagreement with the decision, not wanting to resort to killing a tree, and suggested using the dead fallen trees in the area. The three had decided and just kept working on cutting the tree down. One other member (T.A.) then decided to start another bridge upstream using dead trees, as there was no sense in sitting around getting cold, and the other attempt at a bridge might be unsuccessful. A few other group members joined in to help.

The second decision was initiated with a preference suggested to the group to stop for lunch. A few other members agreed, and no one disagreed, with the understanding that everyone then agreed to stop for lunch. Then, one group member suggested that the group go back across the bridge to eat in the shelter of the trees. Many agreed, but a few did not, but the others unpacked the food and started across the river.

The third decision was initiated, first, with a statement that a good campsite was in the area, and when found, someone asked if the group should stop for the evening. A few group members strongly stated they wanted to stop, and the others agreed to stop, but would send some skiers ahead to break trail for the next day. Everyone agreed with this decision, but it was noted that once someone in the group stated a strong preference, the others seemed to have to go along with the it unless the strong preference was challenged by an even stronger opposition. There was a speculation that the strong will of a few were having to speak out to hold back the will of the many. The group was able to find a compromise that made everyone happy.

Leadership behaviors and decision-making were really difficult to discuss as more separate entities, particularly with the incident around making a bridge. The group discussed this decision and determined that the problem was with leadership, and not knowing exactly what the responsibilities of the lead skiers should be. The exact responsibilities of the lead skier was not decided on by the group, but those group members who were not taking the initiative to go lead were encouraged to speak up and state that they wished to lead.

> I brought up that I didn't feel right about us going ahead with cutting down the tree without the groups agreement. Mentioned that people aren't checking in and I didn't feel briefed about what was happening, being at the back. To this point we have been going along with emerging leadership, which everyone seemed happy enough with. (Mark) suggested that people who wanted to lead should say so, and said that I guess that is what I had been trying to say. I'm having a hard time sitting back as a follower, thinking that I'm not going to get my chance to lead. So Nancy* and I decided to share leadership for the afternoon. Some hard feelings, but all went well.

This indicated some frustrations with the lead skiers to a greater degree more involved in the decision-making process, but the group tried to resolve the issue by asking others who were frustrated to take the lead and therefore be more involved in the decision-making process. The problem was that the lead skiers responsibilities to the group were ambiguous, with each person making a personal decision as to what her/his responsibilities to the group were.

Today the observation of shared designated leadership was the focus when the two female skiers told everyone specifically that they were leading and joined forces and shared the responsibilities for navigation, route selection, setting a pace that determined the spacing between group members, determined rest stops, passed information back through the group to keep everyone informed, and initiated group decision-making. Two incidents occurred when other group members wanted to assist the lead skiers. First, one lead skier was going to ski back to inform those at the back what was happening, and the T.A. suggested to her to get someone else to do that and she stay in the lead. This suggestion was not very appreciated and the T.A. let the suggestion drop, wishing not to interfere though, the lead skier did stay in the lead. In the second incident, one of the more experienced male skiers started to take the initiative to select the ice bridge to cross before the two females skiers had made a decision, but he was called back by the T.A.. At that point another experienced male skier suggested to the T.A. not to interfere with the group dynamics. The checks and balances that went on were interesting. The question that was pondered: What are the responsibilities of the followers when there was a designated leader? Different group members were seen to attempt to assist the designated leaders, but other group members then discouraged this assistance.

Midway through the afternoon, the two lead female skiers asked the group if anyone else wished to lead. One of the less experienced male skiers said he would like to, and took on the tasks of route selection on his own. He was followed closely by a more experienced male skier and all the others in the group. The new lead skier had difficulties with route selection and became frustrated with everyone close behind waiting for him to make a decision. After thirty minutes in the lead, he was passed by the more experienced male skier (the same one asked to stop assisting the two female lead skiers with route selection). No one stopped the more experienced male from taking over the lead skier position. The T.A. did not want to affect group dynamics anymore, and the other members of the group did not state any objections. This demonstrated that it those in the lead position could be passed, as observed in this example, when the lead was perceived to be slowing down the group. From this day on, no one asked to be lead skier, with the lead skier position emerging with anyone who wished to assume the responsibilities required to just take the initiative to take the lead.

## Day Five: Campsite #4 to Campsite #5

The Explorations group, on March 1, 1986, skied for six hours, covering 5 1/2 km, with a 100-foot elevation gain.

The breakdown of events for the fifth day of the ski trip were as follows:

0645 Woke up; two group members dressed and started to prepare breakfast.

0745 Breakfast ready; other campers awakened; they dressed; ate cream of wheat hot cereal with raisins, brown sugar, and powder milk, served with hot drinks; cleaned up; tents cleared out, taken down and loaded into toboggans; backpacks packed; skis waxed; and skins put on in the last minute preparations to go.

0930 Departure; "We finally left!" Toboggans were in the lead following the trail broken the evening before; trail breakers passed to help break the trail for the toboggans; the two less experienced skiers took the lead as they continued to follow the trail broken the night before; at the end of the broken trail they stopped and asked for more help breaking trail, so one of the more experienced male skiers came forward and followed behind James* who was lead skier.

1157 One group member looked at her watch after hearing her stomach growl, and initiated a decision to stop for lunch in a sunny spot.

1230 Lunch break; ate crackers with cheese, sausage, and peanut butter and jam, served with water.

1330 Departed; Frank took the lead; and left the river to go cross country to find a horse trail.

1540 Lead skier changed; James* took the lead again, but stopped shortly after to relieve his bladder, so the others went to scout for the trail; after a long wait, the scouts returned and said they found a great campsite - The Hilton; and the group after some discussion decided to stop for the day.

1630 Set up camp; collected water and fire wood; unloaded toboggans; set up tents; prepared dinner; while one group member skied off to break trail for the next day.

1830 Dinner was ready; ate a surprise meal of Magic Pantry cantelloni with rice, followed by chocolate macaroons for dessert; cleaned up dinner dishes; sat around campfire and shared most embarrassing moments as a child; dried feet, socks, and boots over the fire; took pictures; wrote in log books; talked about what to do with the changes in the

> schedule and discussed the possibility of a sponge bath and washing hair at base camp the next day, and just rested, enjoying the evening campfire.

2100 Campers started to head to their tents for the night.

The cool weather continued to effect the group again on the fifth day, with the environmental conditions observed to have a morning temperature of -10 degrees C., that increased to +8 degrees C. by mid-afternoon, and dropped to -5 degrees C. in the evening. A cool wind out of the west and southwest increased slightly throughout the day. The sky was mostly clear in the morning, which became overcast in the afternoon, and snow flurries in the late evening.

> Much colder last night. I think it dropped below -15 degrees C.
>
> Morning was chilly, but still nice. Boots were still wet.
>
> Chilly wind but still sunny and warm.
>
> It's a cool morning with a slight breeze.

The trail conditions had slightly improved, scenery became spectacular, and the group found an interesting campsite.

> The trail followed the river. We traveled through a canyon section with rock walls on both sides of the river. The sun is shining, the sky is blue - it's a beautiful day! (AM)
>
> River crossings are getting easier. The river is mostly frozen.
>
> The going is really slow. Hoar frost and an ice crust. Had a hard time finding a trail during a river crossing but eventually got it.
>
> (Frank) lead after lunch and he took us away from the creek to find the trail - up hills, through willow

> fields, past two beautiful mountains we skied between. Spectacular scenery!
>
> Beautiful mountain scenery, in a wide river basin. (PM)
>
> What a campsite! It is used by horse groups. The trees are all stripped until 4 feet off the ground. Chairs are cut using a chain saw and positioned around a nice rock ringed campfire. Horse tying railing nailed up that we use to lean our skis against. There is a cache of food on a platform nailed in the trees. Hung to numerous trees were white gas can, weathered torn cowboy boots, moose antlers, grill, and a forgotten pair of men's underwear. A unique spot, but very windy!

The fifth day was very tiring, but very enjoyable for most of the group members. The following feelings and concerns were expressed by the group members:

> Everyone is in slow motion this morning. We didn't get started until 0930.
>
> (Nancy*) has mentioned how she can't believe that people are not capable of rationing themselves on peanut butter, jam, and hot chocolate. Some are rationing, others are gorging themselves. Some are also trying to leave leftovers of lunch for group 4, others are too hungry.
>
> We are now starting to be more aware about how much were eating. Tammy and Ted seem pretty defensive whenever we bring up the word food. They did most of the work in preparing it. Our proportions seem to be light, but Ted says he got the measurements from a good source. There isn't enough to eat - I'll put it that way.
>
> A frustration of mine is when someone skies right behind me so I can't stop for a minute to take my gloves off, or put my glasses on, or just look at the scenery.
>
> Although we only traveled 5 1/2 km today, it was a tough day and the snow was anything but pleasant. We should make base camp tomorrow if we travel at the same rate we've been going.
>
> I'm really tired for the first time. I had a crummy sleep last night.

> I had a really good day today. I was either in the lead or near the front the whole day and it really helped my map skills.
>
> I was really tired today but had a good day breaking trail and pulling the toboggan.
>
> I really enjoyed today. The weather was nice this morning and the afternoon was a challenge to break trail. It was a good experience.
>
> Today went well. I wish we didn't have to take as many breaks as we do. I believe we could ski another 1 or 2 km, but we are taking things easy which is nice.
>
> Had hoped to make it to base camp but no way.

Only two group decisions were observed on the fifth day of the Wilmore ski trip. The first decision was initiated when one skier's stomach growled and when she looked at her watch, she noticed her stomach was three minutes early. She laughed and mentioned it to another skier, which prompted the question if others wanted to stop for lunch. One other person said they were really hungry. So the group of four, who were quite far behind the lead skier, decided the group should stop at the next sunny spot. They skied up to the leader and told him. The leader was hungry too so they stopped at the next sunny spot, and did not ask those in the back for their input in this decision.

The second decision concerned whether or not the group should stay at the great campsite found. The group all went to the campsite to look at it and after much discussion by everyone decided to stay. They also discussed what the group should do with the remainder of the trip, and what time the group should set up camp every day.

> Decided to stop for the night. Only made 5 1/2 km today. Have decided to go as fast and far as we can stopping at 4:30 each night. We may take a rest day when we reach base camp then take a short 3 day jaunt separately.

The leadership behavior observed on the fifth day revolved around the lead skiers. Two of the less experienced male skiers took the lead in the morning and followed the ski trail broken the evening before.

> When we came to the end of the tracked trail, (James*, John*, and Jill*) stopped and waited for the others to catch up and didn't lead on their own. (John*) said they needed someone also to break trail. I passed back the message and Ted came to help, and James* took the lead.

James* lead until lunch getting help from Ted's scouting a few times. After lunch, Frank took the lead until late afternoon when James* took over again for a short while before finding the campsite.

> Like (Mark), (Frank) doesn't counsel with anyone and determines the route himself.
>
> James* takes over again, but only for a short while - he stops to go to the bathroom. (Mark) went one way - (Frank) another, and (Jill*) another looking for the trail. After 1/2 hour they all came back claiming to have found the Hilton.

Descriptions of the lead skier were expressed as follows:

> It was really hard leading and breaking trail.
>
> No one decided to be leader. They just went ahead and switched when tired. Seems to be working well.

The group traveled close together for most of the day as the lead skiers were slowed down with the tasks of breaking trail and route scouting and selection. Those that skied near the front of the group tended to be, to a greater degree, part of the group decision-making, while those in the back were ussually not involved in the process. Most of the leadership behaviors observed focused around the lead skiers.

### Day Six: Campsite #5 to Base Camp

The group of skiers finally made it to their designated base camp at the forks of the South Berland River and Persimmon Creek, having traveled 6 km, and gaining 800 feet in elevation. The breakdown of events for the sixth day were as follows:

0645 Awakened; two group members dressed and started preparing breakfast.

0745 Breakfast was ready; ate oatmeal with dried apples, brown sugar, and powder milk; cleaned up; tents taken down; backpacks and toboggan loaded; skis waxed; and skins put on the skis by those group members pulling toboggans.

0945 Departed; Tammy and Nancy* were the lead skiers; skied down the trail broken the evening before; those near the lead as a small group assisted the lead skiers with their decisions of route selection; took pictures; tried to break through the ice to get water; lead skiers asked group if they wanted to stop for lunch; and one member skied ahead to look at the route to be taken after lunch.

1215 Lunch break; unpacked lunch; passed food around; ate pita bread with cheese and jam; put on a few layers of clothing; and packed up lunch supplies.

1245 Departed; Mark was lead skier; while reading the map determined that the group was in the general area of the designated base camp; three group members went to scout the area, and two skiers left their packs behind; one group member returned saying he found the trail and a campsite, so the group of skiers that had waited, started following the ski tracks to catch up with the lead skier; some group members had stated a preference to camp near the river, but the tracks took the group out of the river valley up to the start of a mountain pass; skied up a steep hill, some having difficulties as the wax on their skies did not provide enough grip.

1445 Near the top of the pass - everyone caught up with the lead; some put down their packs and went to help those pulling toboggans; a lengthy group discussion was started that determined the possible alternatives for a schedule for the rest of the trip; and eventually the group decided to find a base camp and discuss it later.

1615 Departed; divided into three groups to scout for a campsite; and one group broke trail all the way to the top of the pass.

1625 Set up camp; selected tent sites; located a creek to collect water from; stomped snow down with skies to make a flat area to put the tents up; collected fire wood; started a fire; found large fallen trees for seats around the campfire; let the tent pads harden before setting up tents; and started to prepare dinner.

1830 Dinner was ready; ate macaroni, cheese, and tuna with onions; cleaned up; brought up concerns on food, not enough room left for those going to the tents later, and whether or not it was right to move sleeping gear in tents once someone has determined were they wanted to sleep; made group decisions on what to do for the rest of the trip; wrote in log books; pictures taken; and some campers headed to their tents early.

2100 Everyone gone to their tent.

The environmental conditions were not harsh for the Explorations group on the sixth day of the Wilmore ski trip. There was a cool gusting wind out of the south in the morning with a temperature of -2 degrees C., and overcast skies. At 1030 hours the skies broke up and the sunshine increased the temperature to +5 degrees C., with cool gusting winds still from the south. By evening the skies became overcast with a temperature of 0 degrees C.. The following comments were made about the terrain, trail, and camp on the sixth day:

> The scenery is spectacular. The mountains are very high and rocky.
>
> We followed the river to make it easier on ourselves pulling the toboggans. Coming out of the valley the trail is quite steep and hard going, at least pulling or pushing a toboggan.
>
> The camp is situated north of the (Indian) trail at grid reference 913362. We are just barely in the trees, so they are fairly open but still provide some protection. Our firewood is old (probably fire killed) trees. They are very smoky and I think that they are spruce.

On the sixth day of skiing, the group expressed many concerns and feelings. It started first thing that morning when one group member asked about what lunch to take out. This was the first time on the trip that those group members who had planned and packaged the food were not initiating the task of packing the food and taking out the lunch for the day. The following was expressed:

> (Ted) got upset and told me that (Tammy) wasn't the only one responsible for food - and I could ask him. He is really protective of (Tammy) - so he probably wants us to leave her alone. I was upset by his tone of voice and said I had come over to ask them both originally, but (Ted) left before I got there. I told him I knew to ask him as well as (Tammy). (Ted) got in a huff and stomped over to the food bags and got out a different lunch and then packed everything. I found out that (Ted) lost his bet with (Tammy) - that he couldn't leave the food bags for one day. (Tammy) keeps expressing the fact that Ted has a food bag fetish - and she doesn't think it is right that he do the same task all the time - he should let others do it to. I took down the tent - until (Tammy) stopped me, saying I had done it yesterday so she should do it.

Two issues are seen in the above log book quote. First, there were problems with the food and those who prepared the food felt badly about it, with one member trying to protect the other from having to deal with it. The second issue concerned sharing all the group tasks, and how this was important for some but not for others.

The group was slow to depart in the morning as some group members expressed the following:

> (James*) and (Jill*) consistently avoid many group tasks in the morning, though they help take down tents. (Frank) is also very slow with his own and gear and doesn't help much. (Nancy*) and I exchange looks of understanding when most of us are ready except the slow morning people.

Some of the group members were really tired, and this may have been due to lack of water and it was the sixth day without a rest day, as the following log book quotes stated:

> We're traveling without water and I'm getting a headache.
>
> I found today frustrating for some reason. I'm not sure why. Towards the end of the day it got better. May be I just need some time to be alone, time to relax a bit.
>
> Today was a pretty low energy day for me. I didn't seem to be able to get motivated. My feet were freezing and extremely wet.
>
> (Nancy*) asked me why don't we camp right here close to the water. She, (Frank) and I discussed having a sponge bath and wash our hair at base camp. I said there were no trees for protection. She wasn't happy with my reply, but she said later not to listen to her because she was grumpy.
>
> At the top of the second long hill (Mark) is there to take my picture as I came up the last part. I take my pack off and sit on it enjoying the rest and watching (Mark) as he gets ready for the next person who is

> coming - (James*). He look so exhausted. He takes his pack off and sits on it too. (Nancy*) next, but she takes off her pack - gives us all a dirty look and heads back down the trail without skies. Oh - she's going to help the others with the toboggans. There should be enough other skiers to help. I then see (Jill*) has no help - but now does thanks to (Nancy*). I go and help them both. (Frank) is helping (John*). When (John*) got to the top he flashed everyone a dirty look and said - "Lazy bastards!". I have classified (John*) as a Mule - obstinate and ornery most of the time - ready to kick anyone.
>
> (Mark) has been frustrated with the seemingly lack of progress and by being in lead he is not giving the others a chance to say what their preferences are so he gets his way. But that is only one perspective.
>
> By the time we reached base camp destination I was really looking forward to some time alone.

At the top of the hill, as described above, the group had a long, forty minute discussion of what to do. The following feelings were expressed at this meeting:

> When we stopped to talk about our next few days objectives at 3:00 pm the group seemed to communicate poorly. After a while we decided to make camp and talk about it later, which I thought was a good idea.
>
> The group discussion went about as well as all the other meetings. A lot was said but not a hell of a lot was accomplished!

Those skiers who went to break trail to the top of the pass, found it very difficult skiing back down the steep trail and fell a few times. One skier twisted an ankle and pulled a groin muscle.

> I fell once and twisted my right ankle a bit. I also pulled my groin. It doesn't hurt unless I move too quickly. Luckily tomorrow is a rest day.

There were some happy feelings expressed, particularly with the beautiful scenery, expressed as follows:

> The day went very well, pulling the toboggan was fun for me.
>
> The pace is really fast on this river of ice. Only 2 1/2 km to go before we reach base camp!

Later that evening, just before the group decisions were made, some members started to share some of their concerns and ask questions of the group. It was like the group started to unload past unfinished business that they were carrying around that was unsettling for them. The first topic concerned food preparation, as those who prepared the food become upset again at dinner about the comments of a lack of food, and explained that they had used reliable sources of information to determine proportions. When asked if the proportions were for summer or winter trips, they said they did not know. From this conversations two other concerns were voiced.

> (Mark) then aired his complaint about inconsiderate people who left him no room in the tent when he got there. Others challenged him saying they didn't think this was inconsiderate but something that happens now and then. (Jill*) then asked, if people set their gear in a spot in the tent should others move it to another spot? (Mark) said if it was about the other night, that he had moved her things so (Frank) and himself could get up to make breakfast and be close to the door. Others agreed that there are circumstances where this happened, so there is no set rule.

This again demonstrated the high frustration level of the group and points to reasons for the group inability to communicate effectively during group discussions and attempts at group decision-making on the trail.

Three group decisions were observed on the sixth day of the Wilmore ski trip. The first decision occurred on the trail when the two younger female lead skiers asked a few other group members skiing up at the front whether or not they preferred to ski on the trail or on the frozen river. The results of their inquiry seemed to help the leaders, as those asked were in agreement or indifferent, so they decided to stay on the frozen river.

The second decision was very similar to the first, as the female lead skiers asked those skiing behind them if they wanted to stop for lunch. Many agreed, with some not responding, and the lead skiers decided to stop for lunch.

The third group decision-making process observed was very complicated, involved many topics and considerable group discussion. The discussion started on the trail, lasting forty or so minutes, ending in a group decision to set up camp and resume the discussion later.

> Headed up the steep hill and had an hour meeting at the top. Discussed: 1) should we have a rest day tomorrow; 2) where to make base camp; and 3) should we carry onto Eagle Nests Pass. Didn't make any decisions but decided to make camp a bit higher up.

It was very apparent that some of the group members were upset, so when Ted started asking questions about what the group should do, and suggested some alternatives, he did not get a response from most group members. Everyone eventually became very cold from standing around on the top of an exposed hill in a cool breeze. When a suggestion was made to resume the discussion later when the group found a base camp, everyone agreed. Lack of involvement in the discussion by some members blocked the decision-making process for the group prior to the final decision.

From where the group stood, a large clump of trees were spotted as a potential base camp site, and four of the group members headed out to scout the area. One other group member went scouting in another direction, and the last three continued up the trail. No one communicated their intentions, assuming that everyone was scouting for a base camp. The group of four decided to start setting up base camp in their chosen spot, not asking the others for their input into the decision. The lone group member returned saying he found a flowing creek as a water source. He did not object to the site chosen. The group of three skiers had broken trail to the top of the pass. One group member was not happy with setting up camp at the site selected.

> I wanted to keep skiing to the top of the pass. We had another 1 1/2 km easy to ski and I didn't want to face the hill in front of us at the beginning of our trip out.

Later that evening, while the group sat around the campfire, Nancy* initiated the continuation of the group discussion started on the trail. The alternatives determined in the last discussion were stated again, but there still seemed a reluctance for some group members to become involved in the discussion. Finally someone suggested they divide into the two traveling groups, determined prior to departure, and make the necessary decisions that would determine what the group would do for the remainder of the trip. The groups quickly made their decisions. Both decided to have a rest day on the seventh day, and the group of five planned to do day trips from base camp, then planned to meet up with the other group at Eagle Nest Pass. The group of four decided to travel over Eagle Nest Pass into the next valley and then return to meet up with the other group before the final ski out. These decisions were make quite effortlessly by both groups.

> I didn't like where we picked up, but after a while it looked all right.

The leadership behavior observed on the sixth day of the ski trip overlapped with the discussion above on decision-making. Tammy and Nancy* took the lead in the morning, and were observed to involve others in route selection decisions and the decision to stop for lunch. After lunch one of the more experienced male skiers took the lead and worked autonomously, making route selection decisions and leading the group out of the river valley without discussing this with the others. Some group members wished to camp next to the river, and they were frustrated when their request went unnoticed. This description of the above lead skiers demonstrates two methods of leading the group of skiers.

Another leadership behavior observed concerned initiating group discussions with the aim to make consensus decisions. This occurred twice on the sixth day of the trip, once on the ski trail and later around the campsite. The group was at a point on the trip when group decisions needed to be made, and individuals in the group initiated this process.

Day Seven: Rest Day at Base Camp

Finally the group had a much needed rest day. Every group member spent the day in activities of his/her choice. The breakdown of events for the day were as follows:

0830 First group members ventured from their tents; started to prepare breakfast by collecting water and firewood, started a fire, boiled water for hot drinks; mixed pancake mix, and fried pancakes on a grill over the fire; others slept in; and others started to dress in anticipation of eating.

0930 Breakfast was ready; last group members emerged from their tents and ate pancakes with honey and had a hot drink; cleaned up; wrote in log books; sat around campfire and discussed the possibilities for the day; and some group members returned to their tents to doze or write in log books.

1130 Four group members, younger male and females, decided to go on a hike to the top of the mountain, wearing mukluks and taking a ski pole for support. The others in the group remained solitary, went for hikes or stayed to write in log books or slept in the hope of getting rid of a cold.

1400 The group of four mountaineers returned reporting crotch deep snow that eventually turned them back from their destination; a question was raised as to whether the group was going to have lunch; lunch ate cheese and sausage on crackers, and the others returned from their hikes in time for lunch.

1420 Short group meeting; made decisions on how to divide up the food and group equipment, and made arrangements for determining the place and time the two small groups would meet before they all skied out of the Wilmore Wilderness Park; the group of four started to prepare for their trip by separating the equipment and food; one group member made bannock for lunch the next day; the group of five continued their rest day and reclined in their tents to snooze or write in log books, or sat by the fire; started to prepare dinner by rehydrating the vegetables and meat for the beef stew; the camp fire was kept burning all day; a few went to wash their hair by hiking down to the river to get water; repaired ski poles; and cooked dinner.

1830 Dinner was ready; ate beef stew with dumplings; cleaned dinner dishes and pots; and made pudding to eat later.

2000 Dessert served with more hot drinks, and group members changed the tents they were sleeping in so the group of four slept in the same tent, for they were waking early to depart on their trip.

2015 Set up portable radio with antenna, with a lesson given to those group members interested in learning how to operate it. They were only able to pick up other stations talking, and not able to send out a message.

2100 Some group members headed to their tents, while others enjoyed sitting around the campfire, and a few wrote in their log books.

The sky was overcast throughout the the seventh day of the trip. Morning temperatures of +2 degrees C. increased to +5 degrees C., and dropped to -2 degrees C. in the evening. A gentle morning breeze out of the south increased to gusting 20 to 25 kph winds, that softened to a calm evening breeze. At 1800 hours a slight rainfall was noted, that changed to snow at 2015 hours.

The expressed feelings and concerns of the group on their rest day was generally one of enjoyment, whether the enjoyment was sought in solitude or playfulness, as expressed in the following log book quotes:

> The day was lazy and enjoyable.
>
> It was a good rest day today. We needed it today.
>
> A really warm night. Had an excellent sleep and apparently even snored, so I've been told.
>
> I took off and sat under some trees of the trail as the wind blew all around. It helped a little.
>
> (Quote:) I need solitude like I need food and rest, and like eating and resting, solitude is most satisfying when it fits the rhythm of my needs. A regularly scheduled aloneness does not nourish me.
>
> Quite a restful day. The climb up the hill was fun and took a bit of my restlessness away.
>
> A well needed rest day. The walk up the hill was great. Few playing tag and was great running back down the hill.

There was a short group meeting to get organized for splitting into two small group, and it was at this meeting that group decisions were observed. The discussion was initiated by Nancy*, as she realized everyone was present. The group had to decide a meeting place and time. Three group members looked at the map and made a choice for the two groups to meet at Forty Mile Creek in four days, sometime between 1630 and 1800 hours, but if the group found the trail needed to be broken the groups would meet in three days as they might need more than one day to ski out to meet the van. Everyone agreed with this recommendation and decision made by the three group members. Another decision made at the meeting was concerned with how the group equipment and food would be divided up between the two small groups. The meeting was short with the decisions easily made when a few group members initially determined the best preference, then presented them to the others asking for input, and the others agreed with them.

One other decision-making process was observed when a group member asked if the group was going to have lunch today. He was told to ask Tammy, who decided yes by taking out a lunch. There was no discussion about other alternatives, like saving the lunch for another day when the group was traveling.

As a rest day, there were few leadership behaviors observed. The most obvious one occurred when Nancy* initiated a group meeting in order to make group decisions. Otherwise the only other leadership behaviors included the usual initiation of group tasks, such as, preparation of meals.

Day Eight: Splitting Into Two Groups

The Exploration group had planned to split into two groups, a group of four skiers would go on a trip through Eagle Nests Pass into the next valley, while a group of five skiers would do short trips from base camp then ski to meet up with the group of four. The Explorations group was two days behind schedule, and they adjusted to the lost days by reducing the distance or locations they would ski to in their separate groups. The breakdown of the day events for both groups were as follows:

0630 Group of four woke up; dressed; collected water to boil; unpacked breakfast supplies; ate granola with powder milk, and had hot drinks; cleaned up;

divided up the food and group equipment to be packed into backpacks; packed sleeping bags and pads into backpacks; took down and packed a four man tent; and extra personal clothes were packed separately to be put into the toboggans for the group of five to take.

0730 Group of five woke up; started a fire and started to prepare their breakfast by collecting and boiling water.

0830 Good-bys given as the group of four departed on their ski trip; the two younger female skiers gave out some hugs, while the males said their good-bys to everyone; waved as they skied out of sight; and then the group of five ate their breakfast - granola with powdermilk, and hot drinks; and cleaned breakfast dishes.

Group of Four:

0900 Mark, Ted, Tammy, and Nancy* reached the top of the pass; rest stop and 'treat sharing' of granola bars; and started skiing on a slow downhill section and on for 8 km before they stopped for lunch.

1210 Ate lunch; bannock with peanut butter and jam, and shared water from water bottles.

1245 Departed; skied toward Eagle Nest Pass they could see in the far distance; and shared the lead and route selection decisions.

1430 Arrived at turn off to Eagle Nest Pass; decided to carry on toward the pass, having traveled 11.5 km so far.

1600 Decided to set up camp having traveled 14.5 km, and arrived at the pass; selected a good campsite; stomped down the snow with skies to let it set, forming a firm surface for the tent to be set up on; collected water from the river to boil for drinks; wood collected for a fire; a discussion of what the group of four planned to do for the next three days; decided to ski beyond the pass into the next valley to set up a campsite, then the next day ski around the area without packs, then ski back to this campsite for the night's sleep, and ski 13 km to Forty Mile Creek on the Friday to meet the other group; set up the tents; started a fire; prepared dinner - ate rice, vegetables and tuna; cleaned pots and dishes; went for a night ski; sat around campfire writing in log books and eventually headed to the tent to sleep.

Group of Five:

0935 Three group members, Frank, Janice, and John*, departed for a day skiing leaving two members in camp (James* and Jill*); they started to prepare dinner; mended equipment; and cleaned up.

1100 James* decided to go for a ski to the top of the pass and beyond, while Jill* decided to go for a hike up to the top of the mountain, the same one some of the group members attempted to hike the day before.

1145 Frank, Janice, and John* reached the end of Persimmon Creek and entered a snow bowl that was created by three 9,000 foot mountains positioned in a semicircle: ate lunch, telemarking; took pictures and motion pictures; and dug a snow pit.

1230 James* returned to camp to eat lunch; then lay in the sun to sleep.

1330 Group of three skiers left the snow bowl and headed back to camp.

1410 Two of the three skiers (Frank and Janice) decided to climb a mountain, while John* decided to return to camp. The mountaineers left the large backpack and their skies, took water, basic survival tools (matches, map, compass), and one ski pole to use as a hiking stick for balance.

1425 Frank and Janice hiked up the side of the steep mountain having to climb 2,000 feet to reach the top of the 8007 foot mountain.

1440 John* arrived back at camp.

1445 Jill* reached the top of the mountain she was climbing; enjoyed the spectacular view while she matched up locations on her map, and had a great feeling of accomplishment.

1545 Jill* arrived back at camp, after a quick decent down the mountain; started to prepare dinner.

1615 Frank and Janice arrived at the top of their mountain; took pictures; placea a rock on a carrion marking another successful accent; surveyed the area while reading the map; and then started the quick decent.

1745 Dinner was ready; ate spaghetti with tomato sauce; Frank and Janice arrived just in time to eat; cleaned up after dinner; discussion about the next

> day, and decided to get up at 0730 hours and depart by 0930 hours; and sat around the campfire, wrote in log books and shared the day's experiences before heading to the tents for the night.

The environmental conditions affected the group throughout the day with very strong 30 to 40 kph gusting, cold winds out of the north.

> Really warm last night, and about one inch of fresh snow. Windy and cool this morning.
>
> Started to snow as we departed. Really windy plus 0 degrees C.

The temperature increased to +5 degrees C. in the afternoon, but the wind was very cold. The sky was overcast most of the day with the sky breaking up in the afternoon to let the sun shine through.

At the top of the mountains:

> The wind up there was a neat experience. When I held my ski pole by the strap it was about 10 to 20 degrees shy of horizontal. (Janice) and I both figured the speed to be 50 to 60 knots. It was really cold.
>
> The wind was really strong. I looked at the lichen and moss clinging in patches to the shale. I figured if it can hang on so can I. I made myself as flat to the surface as possible while still being able to climb.

On the ski trail:

> We're moving much faster than expected.
>
> The trail is very obvious and easy going. Wind still very strong, but sun's out. Getting sunblisters quite badly on my face. Far less snow (Before Eagle Nest Pass) and terrain looks like the badlands in the river basin.
>
> Once out on the river plain a gusting wind tormented us periodically with howling winds that had picked up tiny dry snow crystals that bit into your face and pounded against your clothing. (Head wind)
>
> We then skied back, the wind gusts and gradual incline pushed us a lot of the way - with our arms outstretched

> catching as much of the wind as possible. To be able to diagonal stride without packs - it's like flying!

Today marked some big changes for the Explorations group with them splitting up into two smaller groups. They experienced small group life, as well as challenging experiences skiing, and hiking to the tops of mountains. The following feeling and concerns were expressed on the eighth day of the Wilmore ski trip:

> I wanted the other group to have a warm send off.
>
> Ready to head off and everyone says good-by. Kinda sad saying good-by to half our family.
>
> I really enjoy the small group, a chance to do chores around camp, more sharing. Really nice change.
>
> I miss (Nancy's) smile and (Tammy's) laugh, but I don't miss (Mark's or Ted's) intensity.
>
> I was going to go skiing when I got up this morning but because of (John's) bickering at breakfast I changed my mind. I know that it should not have changed my decision but I just wasn't in the mood for that shit today.
>
> Been daydreaming a lot thinking about how lucky I am to be out here and how beautiful it is.
>
> No wonder birds live up here - what a view!
>
> Who would have thought the mountains in Wilmore would be so spectacular.
>
> That mountain helped teach me an old lesson. I only wish I could relate that lesson to the rest of society. Don't monkey with our planet. It is the only one we have, and I love it dearly!

In the smaller groups, the skiers were able to make decisions easily with everyone in agreement. Most of the decisions were concerned with route selection, and trip planning. Food decisions were found to be made by the person cooking or a group member who originally planned all the meals. The small groups were functioning with less frustration over decision-making.

> We're taking turns leading, although (Mark and Ted) have done more, and decisions have involved us all. Great feeling!!

The leadership behavior of the lead skier was observed to initiate group decisions occasionally when major route selection choices occurred, as the trail was easy to navigate overall and required few decisions. The ski groups traveled well within sight of each other throughout the day. The groups were also able to ski long distances on the eighth day, way beyond their expectations, so there were no time pressures for the lead skier to make decisions quickly and not involve the other group members.

## Day Nine: Skiing To and From Eagle Nest Pass

It was a traveling day for both small groups on the ninth day of the Wilmore ski trip. The group of four skied from Eagle Nest Pass into the next valley to set up camp, and the group of five skied toward Eagle Nest Pass and planned to meet the other group in a couple of days. The breakdown of events for the ninth day were as follows:

Group of Four:

0715 Woke up; dressed; prepared breakfast; took tent down; covered up the fire pit with snow; ate Red River cereal; and packed everything into backpacks.

0930 Departed; skied further into Eagle Nest Pass; then skied down into the next valley bordered by the Starlight Range of mountains; stopped for lunch to eat pita bread with tuna, peanut butter, and jam; and then continued the ski down the trail.

1430 Arrived at a really nice campsite; decided to use the site; broke through the ice to reach water to boil for hot drinks; stomped out a tent platform of snow; and then went for a ski further down the trail, but not going far before returning to camp; preparation for dinner; set up tent; collected wood; and started a fire.

1730 Dinner was ready; ate potato chowder served with a hot drink, followed by chocolate macaroon dessert; clean up; short evening ski to get warm; sat around campfire; and wrote in log books.

2100 Everyone retired for the evening into their tents.

Group of Five:

0730 "Pitter Patter, let's get at 'er." Said one group member to wake everyone up. The alarm watch did not wake up the group earlier, so everyone slept in; dressed; prepared breakfast; packed up sleeping bags and rolls; took down tents and packed them into the toboggans.

0830 Breakfast was ready; ate Red River cereal with brown sugar and powder milk, and hot drinks; cleaned up; packed last of equipment and food into toboggans; waxed skies; and for those pulling toboggans, put skins on skies; cleaned campsite.

0940 Departed; stopped to collect water; one skier was still waxing skies; with John* and James* in the lead the group members skied up the trail when they were ready to go, not waiting for others in the group; group members waited at the top of the pass for everyone to gather; Nancy* took the lead as the group skied down the pass toward Eagle Nest Pass.

1230 Stopped for lunch; sat in the trees out of a cool wind and snow; and ate pita bread with jam, honey, and peanut butter.

1315 Departed; everyone was cooled off from the lunch stop, so the group of five eagerly skied off to get warm; Janice provided some instruction in ski techniques and encouragement for Nancy* to practice her skiing skills and not just side step up and down the hills; read the map; tobogganed down the hills as the skiers straddled the toboggans and enjoyed the ride down; traveled a total of 13 km to the Pope Thoreau Creek trail.

1550 Arrived at a Warden's cabin; decided to find a campsite; Jill* as lead skier set a time to meet back at the cabin, before three members went to scout the area; scouts returned to the cabin area; tried the cabin door and found it was open, even though a large sign on the door said No Trespassing; discussed the possibilities of staying in the cabin with Janice (T.A.) saying definitely no, and then discussed the two campsite locations found; decided to go to the campsite scouted by the T.A..

1630 Arrived at the base of the hill near the campsite; carried up packs and only the equipment and food needed at the camp; collected water and wood; started a fire; set up tents; and prepared dinner.

1800 Dinner was ready; but just before serving the pot fell off the one burner stove, and only about two thirds of its contents recovered by spooning it off the ground; added water and curry to the pot; ate rice with vegetable and tuna; cleaned up; had hot drinks; and made bannock for dessert; two of the skiers went to their tent early to sleep; and the others discussed the issue of not staying in the cabin and the role of the T.A..

2200 The group members had gone to their tents to sleep.

The environmental conditions became harsh on the ninth day of the trip. The day started with a mild morning temperature of -2 degrees C. that increased to +2 degrees by midday, but at 1230 hours a heavy snow storm blew in, which brought with it unusually cold temperatures of -17 degree C..

> The morning is beautiful - sunny, blue skies, patchy clouds. Very warm sun! Then when the clouds cover the sun it's cool.
>
> Started snowing at 1230 - visibility decreased as the snowfall increased. It snowed lightly all night.
>
> It was a really cold night. Both (Jill*) and (James*) froze their feet. Mine were cold too.

The trail conditions were good, as the wind-blown hard surfaces made trail breaking easy for the group of four.

> After this rapid elevation gain the land was fairly flat - and the snow wind blown.
>
> The trail is in really good shape and we're not sinking too much. Breaking trail isn't much of a problem.

The group of four had a very trouble-free day, of good skiing conditions and they found a nice campground. They enjoyed their day, still enjoying the small group and their ability to work well together without conflict. Their expressed feelings and concerns were as follows:

> A very leisurely morning. Don't have any real destination for today.
>
> The passage through Eagle Nest pass is really pretty. A long decent down from the pass. Quite steep in areas.
>
> Having problems skiing with the pack (downhill) but fount it easier today. Tried bending my knees more.
>
> Started to get quite boring along a flat trail.

> Was really cold so decided to go for a ski. What a great treat. The new snow on a track with no pack was more than I could have dreamed for. Just motored. (Ted) and I went until it started getting dark and then came back. Want to do this again to work on my ski skill without a pack.

The decision-making described by the group of four, on the ninth day of the ski trip, was similar to the day before, where alternatives are presented by the lead skier to the rest of the group, and the discussions allowed the group to all be involved in the decisions. The decision-making topics included when to stop for lunch, route selection, and when to set up camp.

> We discussed the possibilities of climbing the ridge or hooking up with another trail. We decided to carry on to the campsite and have a hot drink.

Tammy was the lead skier for the day in the group of four and very little information concerning leadership behavior was expressed by the group. The lead skier tended to be the first to depart, as she was cold and eager to get warm. Everyone seemed to be getting along in the group and the demands of breaking trail in the lead were minimal.

> 9:30 am Finally off. I headed out first to warm up. Sun trying to shine.
>
> (After lunch) I started out leading as I was cold.
>
> Breaking trail isn't much of a problem.

The group of five experienced traveling as a small group for the first time and they expressed the following feelings and concerns:

> Departure from camp this morning. When the group of four left they all left together. When we left (John*) pulled a toboggan up at 0945. Jill* probably didn't leave until 1015. When I left she was packed up and waxing her skies. She passed (Janice) and I on the hill and we met at the top with the rest. From there we headed out still spread out. (John* and James*) do not talk much. I'm not too happy with them.
>
> The pace was good. Other then the skiing though, I didn't enjoy it.
>
> I pulled the toboggan, and I was pretty tired by the end of the haul.
>
> (Jill*) seems to let herself be 'bullied' into thing, by (Janice), that she would otherwise not do (i.e.) skiing down a steep hill.
>
> Today was really great until the end.
>
> I don't like the idea of our T.A. finding our (camp) site for us. That isn't her job. It takes away from our experience.
>
> I feel that she has over stepped her role as T.A. and is actually becoming more of a leader.
>
> I guess maybe I'm just upset that I let someone else make up my mind for me. Tomorrow may be different. Correction: Tomorrow WILL BE different.

The issue of the role of the T.A., described in the expressed feeling and concerns of the group of five skiers, occurred when the group arrived at the Warden's cabin and decided it was time to find a campsite. The lead skier set out a time for everyone to return from scouting, with three members heading out to scout, one scout being the T.A.. When the scouts returned the following account of the incident was described:

> I (T.A.) asked if anyone wanted to look at it (campsite). (James*) sarcastically mentioned what does it matter - do they really have a choice. I said of course they have a choice.
>
> The cabin was open, and we discussed the possibility of

> spending the night. It was snowing heavily and we were all getting tired. Both (John* and Jill*) were in favor of staying. (Janice) said something about it taking away from the experience. (Jill's*) site was down the valley, exposed into the wind. There was no firewood but it was close to the river and water. (Janice's) had firewood, protection, but poor access to water and was a climb. (John*) didn't want to climb. He said he was going to find a campsite down the trail. He left without his pack. I decided it was too late to count on him finding another site so I asked (James* and Jill*) if they would mind staying at (Janice's) site. Nobody said no so we headed off. (John*) came back right away saying he didn't know if we would have followed him.
>
> Half way up (the hill to the campsite) (Jill*) asked: "Why don't we stay in the cabin?" (James*) said Ya?! I said I just couldn't - it having never been a possibility to me once reading the sign (No Trespassing). Also we were not in an emergency. (James*, John*, Frank, and Jill*) are not happy. They are upset about my influence in this decision.

This decision-making process was influenced by three factors. The first related to the belief of some members that the T.A. had the authority to use power to influence the decision related to campsite selection. It was assumed by the group that only the T.A. and not a group member would not have stayed in the cabin, or not given into the wishes of the group. A rationalization process occurred, with Janice, as the T.A., concerned about a U of A group found in a cabin marked No Trespassing, and that the cabin was only open for those in an emergency situation. Janice, the group member, also did not want to stay in the cabin and wished to find a campsite. Janice rationalized then that as a T.A. she only had authority to veto issues that threatened the safety of the group, so if she disagreed with the choice of staying in the cabin she was just another group member. For those that believed they had no choice or alternative to the campsite preference made by the T.A. had accepted domination. This demonstrated the rationalization involved in the T.A.'s behavior, and the fact that Janice was viewed as a person of authority by most group members, with the members believing that they had little choice other then to accept what ever she suggested.

This situation provided an explanation for the conflicts that arose whenever she took part in any decision-making or leadership behaviors, and explained why she was not included in any of the trip planning details. She had approached the group initially as someone to respect because of her position of authority in the group, establishing a position of power-over, and lost the respect of the group. She also lost the ability to be considered by the group as an equal group member, though she rationalized that she was acting as a group member. The acceptance of playing these roles indicated that she was not being herself.

The second factor concerned the choice of the group to use consensus decision-making for group decisions. The group did not want to decide against the strong expressed disagreement of one member, and the group needed to come up with an alternative agreeable to everyone. This lead to the third factor that greatly influenced the decision-making process, which was, the pressures of time on the group to make a decision. The storm was getting worse, and everyone was tired and cold. The group ultimately accepted a no-response to a question as their agreement. This decision also demonstrated how time affects consensus decisions, and how the strong wish of the minority can affect the group attempting to make consensus decisions.

> When it comes to decision-making time I feel people turn to me. When I suggest something they accept it. The others don't really put out very much. Passing time I guess?

The group of five were observed to involve everyone with decisions that concerned route selection, when to stop for lunch, and when to stop to find a campsite, and the lead skier initiated the group decision making.

> (Jill*) pondered whether to follow the tracks up the hill or stay on the flats. She discussed this with (Frank) who suggested asking those pulling the toboggans. We said we wanted to stay on the tracks.

For the group of five, only one group member was observed to take the lead skier position. The following leadership behaviors were observed:

> (Jill*) would travel for an 1/2 hour or so before stopping, then do map reading which she confirmed with (Frank).
>
> (Jill*) lead all the way today. She did okay. The leadership with the group is strange. Communication skills are lacking.
>
> We decided that it was time to make camp someplace. (Jill*) gave us until 1615 to look for a site.
>
> (Jill*) lead the group most of the day. She did a fair job but there was no navigation to do. All we had to do was follow the other group's trail. It seem as if no one led the group but we did manage to cover some good

> ground. A few times (James*) had problems and the rest of the group kept on going. At a couple of points (James*) was about 1 1/2 km behind.
>
> (Jill*) was in the lead for the whole day and although the navigation was simple, she did a good job.

This was the first time that Jill* took the lead skier position, and she involved others in map reading, route selection, and determining major stops, which was characteristic of the other two females when they lead. There was one situation that showed unique leadership behavior, and that was when the lead skier organized the group before they went out to scout for a campsite, by determining where skiers would go scout and a time to meet back at the cabin. It was also interesting to note the many comments on leadership with the group of five strongly identifying with someone taking the lead. The lead skier was observed to determine, to a great degree, the pace of the group, and distance between skiers varied, though everyone skied within site of each other most of the day.

### Day Ten: The Two Groups Meet Again

The group of four were able to ski a considerable distance, and ended up staying in the Warden's cabin, which was just down the trail from the group of five's campsite. The group of five spent the day exploring the area. The breakdown of the events for the tenth day of the trip were as follows:

Group of Four:

0800 Woke up; dressed; boiled water for breakfast; took down tent; ate one cup of granola with powdermilk; cleaned dishes; packed gear away into backpacks; and waxed skies.

0945 Departed; group members skied off when they were ready, wanting to get warm as soon as they could through skiing; and traveled up the trail toward Eagle Nest Pass.

12:40 Lunch stop in the Eagle Nest Pass; ate zucchini loaf with peanut butter and jam.

1300 Everyone chilled and ready to depart; skied down out of the pass, past the campsite from the night before last; reached the river crossing; and decided to ski to the cabin that the group saw from the pass, to check if it had a stove and see if the other group of five were there.

1540 Arrived at the cabin; decided to stay in it; started a fire in the stove; collected water; and unpacked gear; had a hot drink; decided to go for a hour ski without packs to practice skiing skills; preparation for dinner; ate dinner; cleaned up; wrote letters; wrote in log books; prepared for bed; and all sleeping by 2300 hours.

Group of Five:

0830 One group member got up; dressed; and collected wood.

0915 Another group member up; dressed; and started a fire; collected water; and prepared breakfast.

0930 Rest of the group up; it had stopped snowing; collected more wood and stayed warm by the fire.

1015 Breakfast was ready; ate oatmeal with apricots, brown sugar, and powdermilk; cleaned pot and dishes; decided to ski to Forty Mile Creek and find a new campsite; hung out sleeping bags to dry; wrote in logs; and kept warm by the fire.

1315 Lunchtime; unpacked and ate crackers with tuna; discussed what to do for the day and decided not to travel to Forty Mile creek today; John* and James* went for a walk to find the old coal mine cabins; Janice and Jill* went for a ski up the Pope Thoreau trail; and Frank wrote in his log book and then went for a walk to dig an avalanche pit to analyze the snow depth, crystal formations, and sheering strength of the layers.

1535 John* and James* found the group of four in the Warden's cabin as they walked back to camp; talked with the group of four sharing trip experiences; walked to camp; added wood to the fire; started to prepare dinner and dessert.

1615 Frank returned to camp.

1805 Jill* and Janice returned from their ski just as dinner was ready; ate dinner - potato chowder and chocolate macaroons for dessert; discussed the adventures of the day and how the female skiers found the coal mine cabins; also discussed the group of four and that they were staying in the cabin and did not want to rejoin as a group until tomorrow evening at a campsite after Forty Mile Creek, which was the previously planned site to meet, near Seep Creek; discussed the role of the T.A. again with the cabin issue brought up again; and then enjoyed a casual conversation as Frank talked about his bicycle trip to France planned for the summer.

2045 Group members started heading for their tents to sleep.

The environmental conditions were observed to be harsh in the morning with -15 degree C. temperatures, with snow falling until 0930 hours. The sky cleared in the afternoon and warmed up temperatures to 0 degrees C., but later the sky became overcast with temperatures dropping to -3 degrees C..

The group of four skied back through Eagle Nests Pass and down eventually stopping for the night at the Warden's cabin. Their expressed feelings and concerns were as follows:

> 0945 Finally got rolling. Everyone is cold. We left in intervals.
>
> For some reason everyone in better spirits today and enjoying themselves more than yesterday.
>
> I got a bit of the crotchities, as (Nancy) would say. Decided to trail along at the back by myself and think.

> Says no trespassing, but we are in dire need of a warm place for a change. The door is open.
>
> A nice day. Feel the end of the trip nearing and am a bit depressed. I feel I would of gotten more out of a longer trip.
>
> Really enjoyed our ski without packs today. Can really feel the cross-country skills improving.
>
> Feeling really comfortable with my outdoor gear and winter camping life style. I have learned a lot.

The group of four described two decision-making situations, which were as follows:

> Decided to head for the cabin we had seen a couple of days before to see if the others were there or if it had a stove.
>
> Have tentatively decided to head up Pope Thoreau Trail to see some abandoned cabins and then meet the rest of the group at Sheep Creek.

The small group was easily able to involve everyone in the decisions and make consensus decisions as a result.

The group of four do not describe any leadership behaviors. The log books did indicate that the group was spread out along the trail, individuals initiated group decision making, but otherwise the group did not note any one person as taking on specific lead skier positions.

The group of five had a rest day, with each person doing his/her own thing, whether that be alone or with another person. The issue of staying in the cabin and the role of the T.A. was brought up again, along with a new issue. The other group did not want to form a large group until the next evening. The expressed feelings and concerns, of the group of five, on the tenth day of the ski trip were as follows:

> Today was a good rest day even though it wasn't planned as one.
>
> It was good to write in my log book today and also my journal.
>
> (Janice) and I skied up the Pope Thoreau. Talked for a long time. She had been riding me pretty hard up to then. I guess the timing was right for both of us cause we were able to talk about a lot of things that had happened and sort out our perspectives.
>
> It seems as though they didn't even have second thoughts about staying there (cabin). Actually (Mark) said that if the idea bugged (Janice) then it appealed to him even more.
>
> I feel we should ski as a group because that is what we are supposed to be.
>
> (John) feels, obviously, that the reason they don't want to ski with us is because they don't want to pull the sleds.
>
> I feel as though, (Mark) especially, has put the group I am inside as inferior and possibly not worthy of their company. To me this sucks and makes me quite upset.
>
> I think maybe I'm just upset because they seem to be having such a good time and I'm not.

The tenth day of the ski trip was a rest day for the group of five. The only group decision concerned whether or not the group would travel onto Forty Mile Creek that day or the next. The group all agreed to travel to Forty Mile Creek on the eleventh day. The initiation of meal preparation and group decisions were the only leadership behaviors observed.

## Day Eleven: Traveling to Seep Creek Campsite

The group of four had decided they wanted to stay in a separate group, by not traveling together, and meet on the evening of the eleventh day as previously planned at base camp. This caused hard feelings, with some members in the group of five feeling not wanted or inferior to the group of four. The breakdown of events for each group were as follows:

Group of Four:

0730 Up to boil water for hot drinks; coffee in bed; prepared breakfast; ate oatmeal with apricots; cleaned cabin; and prepared to go for a ski without packs on the Pope Thoreau Trail to look for historic sites.

0930 Departed; skied on a ski trail broken the day before; arrived at the old coal mine cabins; took pictures; skied further up the valley and found an old boiler; and then skied back to the cabin.

1145 Arrived back at the cabin; boiled water; ate crackers, pita, cheese, peanut butter, and jam with hot drinks; had an afternoon nap for those not feeling well; wrote in log books; packed equipment into backpacks; cleaned the cabin; and made final preparations to depart.

1430 Departed; skied to Seep Creek to find a campsite, and followed the toboggan tracks made by the group of five.

1700 Arrived at Seep Creek; met the group of five who have selected a campsite; and helped set up camp.

Group of Five:

0650 Wake up nudge was given to the group member making breakfast; boiled water; prepared breakfast; other group members started to dress and leave their tents; and started a fire.

0750 Breakfast was ready; ate granola with powder milk and served with hot drinks; packed sleeping gear; took down tents, packed a lunch for the day ski; carried equipment and backpacks down to the toboggans; cleaned campsite area; and prepared for a short ski trip to Eagle Nest Pass.

0930 Departed; with Frank in the lead, the group of five skied toward Eagle Nest Pass; talked to group of four when they passed the cabin; the group had waxed their skis with a wax too soft for the conditions and snow was continuously building up under skis; and visibility was low due to a heavy snow fall.

1115 One group member decided to wait in the shelter of trees for the others to return, while she wrote in her log book.

1140 Arrived just below the pass, many of the group wanted to go back, and they decided to go back to join the other group member to have lunch.

1200 Joined up with waiting group member; ate lunch, which was banana loaf; shared water from water bottles; and tried to scrape the soft wax off the cross-country skis.

1220 Departed right after eating; skied toward the cabin.

1300 Arrived at the cabin; stopped to talk to the other group and shared experiences; skied back to where the toboggans were left; packed toboggans and backpacks for the journey to the next campsite; and skins put on by only one person pulling a toboggan.

1350 Departed; with John* and James* in the lead, they broke trail for the toboggans; and skied on to Seep Creek to find a campsite for the evening.

1650 Arrived at Seep Creek junction; located a campsite; took off backpacks and toboggan hip belts; other group of four arrived; set up camp; and prepared dinner.

Explorations Group:

1830 Dinner was ready; ate beef stew with dumplings around the campfire; group of four went for a night ski; made bannock for a campfire snack; discussion around the campfire, on clean up of dinner dishes, role of the T.A., and expectations of the group members and the Explorations program; cleaned up; and prepared tents by setting up sleeping bags and pads.

2130 Some group members head for their tents to sleep for the night, while the discussion continues mainly between two group members - Ted and Janice.

The eleventh day was a day of continuous snow fall causing poor visibility. Other environmental conditions observed included temperatures of -8 degrees C. in the morning, that increased to -3 degrees C., and dropped in the evening to -12 degrees C.. There was a slight wind throughout the day, and it eventually stopped snowing at 2100 hours. Comments about the trail conditions and the campsite at Seep Creek were as follows:

> The trail was broken by (Jill and Janice) the previous day so finding the cabins was no trouble. The trail winds through a willow creek basin and would be quite hard to follow.
>
> The Indian Trail heading for Rock Lake is in great shape. The packed toboggan trail makes for a fast trip. Even a glide (on skis). Stop a couple of times to admire the pretty scenery on the narrow trail amongst lodgepole (pine) and white spruce.
>
> Today was disappointing. The snow was really hard to ski on and snowing conditions made it really hard to see anything.
>
> The trail (to Seep Creek) was good all the way. Very few hills to climb. A skidoo had been over the trail before so we weren't breaking through. Lots of campsites along the way.
>
> Just as we were setting up camp the other group joined us. So we set up camp together. Nice camp resulted. Tons of firewood broken into 'right' size pieces. Great benches for setting on. Beautiful fire!

The day consisted of a morning ski and then the afternoon spent moving campsites, with the Explorations group still divided into their small groups. The expressed feelings and concerns for each small group were as follows:

Group of Four:

> Real lazy morning. It's nice waking up in a cabin with a hard day lying ahead.

All of us not felling 100%. I have a bit of a stomach ache, no energy, and a light head feeling. Think it's something we ate or the water.

The (old coal mine) cabins were in a lot better condition than I had anticipated. Wish we had some more history on them.

All of us feeling pretty blah. Headed back to the cabin for hot drinks and lunch.

Nice to be back as a large group.

I'm really hurt by a comment made tonight and needed to go for a ski to think.

Really great feeling skiing in the dark. Limitless energy.

(Ted) stressed that things (dishes) weren't getting done or put away. Some discussion and it was mentioned that Ted and I were seemingly in competition for the chores. That hurt. I think it is more a matter of helping out and enjoying being busy.

Not one of my better days. Kinda in the dumps. Feeling badly about myself and starting to question my actions on the trip.

Group of Five:

The skiing was terrible. We used the wrong wax and the snow was really sticking to our skis.

Picked up the toboggans and our packs and headed out for Seep Creek. I pulled a toboggan. I was pretty tired by the end of the haul. I don't think carrying my pack would have been any easier however.

Other group met up with us. We were glad to see them because it was getting late.

The day went really well. I wish it was clear out so we could see the beautiful sights. We skied a lot today. I wish we could have skied with the other group from Pope Thoreau to Seep Creek. The other group saw the historic sights up the Pope Thoreau - coal mine cabins and steam engine.

Camp spot was nice and it was really good to have everyone back together again. I didn't realize how much I missed having (Nancy and Tammy) around.

We skied 18 km today. With 8 km from last night's campsite to Seep Creek.

These expressed concerns and feeling brought out a few major points. First, the group of four are not feeling well physically. Second, the group of five are not emotionally feeling very well, frustrated with the type of wax they selected that affected their ski, and upset about the other group as they avoided traveling with the group of five. Many of these issues and others were brought up during the campfire that evening, with everyone expressing their feeling and concerns.

There was a definite difference in energy levels, particularly in the morning, between group members. Those members who were slower expressed their frustration for those members who seemed to always be one step ahead. The slower members said the faster members seemed to be in competition with one another, as to who could do the most.

Some group members stated they were disappointed in the Explorations program, as it did not live up too their expectations. They questioned why some members were permitted to be on the course with so little experience in winter travel. They stated that these members were responsible for the low caliber of trips selected. They had expected the trips to be much more challenging, similar to Outward Bound. Others stated that those members who did not really enjoy winter travel should not be on the trip, as it took away from their enjoyment. This again demonstrated the difference in outdoor travel experience in the group, and how it affected the relationship between group members.

This lead to a discussion of the Outdoor Education Route at the U of A, what type of outdoor education programs they aspired to work at, that demonstrated a difference in career expectations. First, it was determined that many of the students that chose to go into the Outdoor Education Route at the U of A, had little opportunity to gain a lot of experience in outdoor travel, or develop many outdoor skills. These were generally those students right out of high school. The more experienced outdoor traveler in the program were more the exception, being either adult students (not out of high school), or those connected with Junior Forest Wardens, a Camp group, or from a family with strong outdoor education background. When the group discussed the typical types of careers that the graduates in the Outdoor Education Route aspired to, many decided that they would probably work at a camp, or outdoor center mainly teaching and leading youth or beginners. Some aspired to work in the very outdoor pursuitist programs, while others wished to work more in the environmental, group outdoor living outdoor education programs. They also determined that someone could be an outdoor educator and not necessarily want to travel in the outdoors in the winter, as they named a few outdoor centers that had strong summer programs, with limited or no winter programs. This discussion and sharing really showed how some group members were harshly judging others. After this discussion, some group members had a greater understanding and acceptance of each other.

With the groups working in small groups, most of the decisions were easily discussed as a group. There were few decisions to be made, such as, when the group should depart for skiing, or how far the group should travel on the morning ski. One situation described peer pressure in decision-making:

> I am leading and chomping at the bit to get to the top of the pass. Just below the pass... I bow to the peer pressure and we head back.

In the group of four there was no mention of who took the lead on the trail. There were only brief statements that indicated initiating leadership behaviors, such as getting up to make breakfast which woke up the others, or initiation of group discussion and decision-making.

In the group of five, Frank lead during the morning ski to Eagle Nest Pass. As the situation in the last log book quote indicated, he was in the lead skier position but he did not impose his desire to get to the top, but was in communication with the group, and ultimately accepted the wishes of the group.

Later that day, both John* and James*, in group five, took the lead skier position at different times during the ski to Seep Creek campsite.

> During the ski down to Seep Creek we didn't navigate that well. We had found a sign that said Forty Mile Creek which we thought we passed 3 km back. Seep Creek was about 3 km from Forty Mile Creek. We then continued on and in about 3/4 hour we found Sheep Creek having only skied 1 1/2 km.

The group five were navigating as a group, while the lead skiers were setting the pace and mainly breaking trail. They were spread out for most of the ski to Seep Creek, and group navigation discussions occurred when the sign indicated a mistake in pinpointing the exact location of the group. The Indian Trail to Seep Creek was well marked, and the main navigational function was to locate Seep Creek. The leadership behavior of the lead skiers were observed to break trail, determine the pace, and they initiated group discussions concerning navigation and choosing a good campsite at Seep Creek.

Day Twelve: The Last Day of The Ski Trip

A spectacular day for skiing and weather, as the Explorations group skied the last 10 1/2 km to meet with a university-rented van, driven that day to pick them up. The breakdown of events for the last day of the Wilmore ski trip were as follows:

0730 Breakfast cooks up; dressed; started a fire; melted snow for boiling water; and prepared pancakes with a special apple sauce syrup.

0815 First round of pancakes served; called to those group members still in their tents that breakfast was ready; ate pancakes with jam, honey, or apples sauce; hot drinks; continuous supply of pancakes grilled until everyone had their fill; cleaned up grill and breakfast dishes; took down and packed tents into toboggans; cleaned campsite; packed group equipment into toboggans; finished packing backpacks; waxed skis; and last minute preparations made to depart.

1045 Departed; lead skiers set a fast pace as they skied toward Rock Lake ranger station; skiing conditions were great with fresh snow and good wax applied to provide just enough grip, so those with packs skied well ahead of those pulling the toboggans, thus everyone skiing at his/her own pace.

1215 Those with backpacks stopped to wait for those with the toboggans, then decided to have lunch; stopped in a sunny spot with dead fallen trees to sit on; passed around pita bread and last of honey and peanut butter; small amount of water shared but everyone dehydrated; and sat waiting in the sun for the toboggans to arrive.

1300 Toboggans and last three skiers arrived; they were traveling at a slow comfortable pace enjoying the day; ate their lunches; and shared happy feelings about the day.

1330 Departed; Frank broke trail at the front; skied effortlessly down the Indian Trail; and everyone traveled at his/her own pace with the group divided into small groups.

1415 First two skiers arrived at the Rock Lake ranger station just as the university rented van pulled up; two other skiers arrived, dropped their packs, then went back to help the toboggan pullers; other skiers arrived at short intervals; greeted a fellow student (Thanks Judy!) who volunteered to drive and pick up the Explorations group; loaded packs into van; and roof racks were put on the van.

1515 Toboggans and last group of skiers arrived; greeted Judy; took off backpacks; loaded backpacks into van and toboggans tied onto roof racks; and final group pictures taken.

1535 Departed; drove down an icy narrow road; went too fast on a corner and had to swerve to miss an oncoming vehicle; van ended in the ditch not able to complete the corner after swerving; and started to dig the van out of the ditch as the other vehicle helped by pulling the van out.

1610 Success as van was finally pulled out of the ditch and continued down the road.

1700 Arrived in Hinton; stopped at the RCMP station to inform them that the Explorations group had completed the trip successfully, thereby cancelling the emergency procedures that would have gone into effect if the group had failed to arrived by this date; feelings shared by some members about how the driver was still driving too fast, even after going in the ditch; dropped off rental cross-country ski boots; and the final stop for food and a trip to the washroom before they drove to Edmonton.

2100 Dropped off three group members in the west end of Edmonton; drove to U of A to drop off equipment; and drove all the other group members to their homes.

The environmental conditions for the last day of the trip were almost ideal, as it started with a very cool morning of -16 degrees C. that increased to +15 degrees by 1045 hours. There was a slight wind and only a few clouds. Other observed environmental conditions were as follows:

> The trail was easy to follow and had been a skidoo trial before the last snow fall.
>
> Skiing on the road was a little tough, not much snow was left. It was time to walk.
>
> The ski out was relatively easy except for some of the later hills.
>
> Frustrating pulling the toboggans because the snow is so wet that the runners (on toboggan) get bogged down with it. Seem to weigh at least 5000 lbs. - slight exaggeration. Even skis with skins are like walking on platforms as there is so much snow sticking to the bottom. The going is really slow.
>
> The trail was beautiful. The mountains, trees and hillsides creating a new patchwork of scenery every 200 meters or so.
>
> The weather was great which made the last day great.

The last day was full of conflicting feelings of excitement mixed with disappointment. The expressed feelings and concerns of the Explorations group were as follows:

> Returning to 'Snivilaization' today. Not a pleasant thought.

It developed into a long leisurely good feeling morning.

(James) on a roll with pancakes and everyone in a very, very, very laid back state.

I broke trail for the last 6 kms. Really enjoyed it. Couldn't even feel my pack.

Great day to ski. People were really excited to be going home.

It was a beautiful ski out. I really enjoyed leading the way out. My pack felt so light I could have diagonal strided for days. Every thing felt just right.

Five people traveled together up front setting a fairly fast pace. I wasn't feeling too well physically and travelled a slower pace. ... after lunch the same thing happened. I felt alone and okay most of the time alone, and lonely some of the time.

Overall I wished we would have skied more together as a group. Some people wanted to ski out fast while some people just wanted to poke along behind.

I was furious when I got out of the van. I didn't say much to anyone - especially (John). I was mad at him for driving so fast - he knew how icy the roads were, and I was mad at myself for not saying something before.

I drove all the way home. I visited with (Mark) which was great and it kept my mind off of how far we had before home.

(Quote) If something that you do rankles me I can know that your fault is my fault too. Hugh Prather from "Notes to Myself"

People were pretty upset when we went in the ditch, for good reason I think. But, we discussed it, sort of, later and (John) drove better. Nice to be home.

I'm disappointed it has ended.

There were few group decisions made on the last day. With the group spread out on the trail, the decision to have lunch was made by the five skiers in the lead. While driving in the van a compromise was reached to park the van so that each individual could decide where to buy food for the trip home. These were the only two group decisions observed on the last day of the ski trip.

The leadership behavior observed consisted mainly of the lead skier who set the pace, determined a rest stop that resulted in a lunch stop once discussed, and broke trail. The navigation was easy, and many were observed to be reading their maps to determine exact locations. Other leadership behavior observed included initiating discussions and decisions for stopping for lunch, and where to go once in Hinton. One group member drove the van and he, as a driver, determined how fast to drive. While driving very fast the van hit the ditch. He continued to drive very fast on the highway, and one other group member (T.A.) initiated a discussion of how everyone felt about going in the ditch and his continuation of driving fast. Once feelings were shared, the driver slowed down.

## Final Evaluation of the Trip

The Wilmore ski trip was a mixture of highs and lows, with definite problems with some group members not feeling accepted by other group members, while at the same time traveling in spectacular country during fairly mild spring conditions. The expressed evaluations of the trip were as follows:

> Overall it was a good trip. On a scale of 1 - 10, I'd give this one an 8 3/4.

I didn't enjoy the time in the small groups as much because of the way we got along, but the time alone was nice. As far as getting along with the others went it was about the same as always. I didn't think separate groups was a good idea because it seemed to segregate us more than normal.

People had bad feelings about the amount of work being done and little things like that.

Overall though the weather was good, my health was good and I lost some more weight.

I really didn't want to go on it when it came time to go. I am happy that things turned for me out there.

Overall - the food was great. Lots of variety. Balanced diet etc.. The only thing I could complain about was the quantity. I lost 10 lbs. on the trip.

Things I would have liked to do differently if I were to do this trip again: Involve everyone in food prep and menu planning. Debriefing or just talk sessions seemed necessary and more fitting out there than holding it in waiting until returning to the city. A more structured schedule with actual debrief time I think would have been beneficial.

Leadership wasn't as important out there as I had expected it to be. I wanted the opportunity to route find and make decisions where we were going. I wanted to break trail and not get in a habit of being a follower. I took this almost to the extreme and went a bit overboard. I know it didn't come across very well and others didn't get a chance to lead. But the opportunity was always there and I wanted to take advantage of it.

Feedback from leading was needed for more delegation, more breaks, frequent "how is everyone doing?" checks, and slower pacing.

I felt quite good about my patience within the group. I didn't spend as much time with (Jill, John, and Frank) as I had intended. I seem to need the high energy and experienced group members around. I came across as being really competitive and too high energy often I know.

The sarcastic humor is really upsetting at times cause there are underlying hurtful comments.

I feel like I could take a group out and be comfortable with the base I have now.

## HOWES PASS SNOWSHOE TRIP - A CHRONOLOGY OF EVENTS

This is the last scheduled trip for the Explorations group. The originally scheduled three week snowshoe/dog sled trip was cancelled, and in its place a six-day snowshoe trip into Howes Pass was quickly organized to take place from March 14, 1986 to March 19, 1986. Many group members were disappointed in the change of plans, but they were also relieved that there would be ample time to finish up final reports for the courses associated with the Explorations program, and some group members would not have to worry about finding the money needed to pay for the expenses for the dog sled trip. Once the dog sled trip was cancelled, the stated preferences for an alternate trip ranged from not going on any more trips to a two-week trip on snowshoes. The group finally agreed, by consensus, that everyone could live with a six-day snowshoe trip.

Howes Pass is a 50 km round-trip that starts and ends at the Warden's Station, 5.3 km from the highway junction of the David Thompson highway and the Banff-Jasper Highway. The trail winds through the large valley basin of the Howes River with only a 60 meter elevation gain. The pass is noted as a site for the re-establishment of the grey wolf, and more specifically as an historic site with the travels of David Thompson in the year 1807. The pass was surveyed as a location for the trading route through the mountains, but hostile Paigen Indians made travel very dangerous.

The historic significance of Howes Pass was what attracted the Explorations group to choose it for the last trip. The easy, short route was also considered favorable for the group of novice snowshoers.

The objectives for the Howes Pass trip were: to experience traveling in the winter environment using snowshoes, to pull toboggans, and to use wall tents for shelters. The trip would be like stepping into the past with equipment and traveling mode, and with the hope of reliving the past through the presentation of the area's history. Individual objectives also included exploring the use of the sextant as a means of navigation; practice setting up the wall tents using two different methods to frame or hold up the tent; stage a piep experiment that tests the transceiver ability of the avalanche rescue beacon at different snow depths; outdoor photography; promote group discussion and sharing of feelings in the group; history presentations; share some readings or quotes with the group; experience leading the group; astronomy; and just enjoy nature. The aim of the trip was to allow the time needed for everyone to accomplish their objectives, which meant very easy travel days scheduled. This trip was therefore not stressed by time, and was considered very laid-back by the group.

The following pretrip planning and preparation responsibilities were chosen by different group members:

1. Emergency Procedures and Equipment - ensured that the

group had a first aid kit and repair kit suitable for the mode of travel, and arranged for emergency contacts and procedures if the group did not finish the trip by a set date. (Jill*)

2. Menu and Food Planning - planned, purchased, and packaged all the group food for the trip. (Frank, Mark, John*, and Nancy*)

3. Group Equipment - determined what group equipment would be needed: 3 fiberglass toboggans, 1 wood toboggan, lantern, 2 light weight canvas wall tents, axe, saw, white gas, rope, snowshoes for each group member plus 2 extra, lampwick for tying snowshoe harnesses, and plastic tarps for tying equipment on toboggans. (Tammy and Ted)

4. History Presentation - on the Howes Pass area. (James*)

The six-day trip was broken down as described. The first day was spent traveling by vehicle to Banff National Park and spending the night at a Youth Hostel. The next two days were spent traveling by snowshoe to a base camp, followed by a rest day to travel to the pass and work on individual objectives. The last two days included traveling, using snowshoes, returning to the vehicles and driving back to Edmonton. The chronology of events for the trip follows, supplemented with a daily highlight of the environmental conditions, expressed feelings and concerns, group decision making, and leadership behaviors observed.

Day One: Edmonton to Rampart Creek Youth Hostel

The first day was spent getting ready to depart, as they made arrangements for emergency rescue, and drove 479 kilometers to Rampart Creek Youth Hostel where the group members slept for the night. The drive took about six hours, which included some stops along the way. The breakdown of events for the day were as follows:

0900 Explorations group met with Dr. Lou Lanier to debrief the Wilmore Trip, and the group decided that they would share individual objectives for the Howes trip at the Youth Hostel that evening, and on the snowshoe trip have nightly debriefings of shared highs and lows, and discussed concerns. The group realized that many of their problems on the Wilmore trip resulted from not sharing feelings or discussing problems when they arose, for the group needed to work on their communication skills.

1100 Prepared to depart for the Howes Trip and grabbed a quick lunch.

1230 Two vehicles departed from the U of A after loading in personal gear. Mark, Frank, and John in one vehicle, while James, Nancy, Jill, and Janice in another vehicle. They departed early so they would have time to arrange emergency procedures with the RCMP, get a fire permit, and a backcountry permit which registered the group to stay overnight in Banff National Park for the duration of their trip. Tammy and Ted stayed back to pack the group equipment, and arranged to meet with the others later that evening at the Youth Hostel.

1400 Two vehicles arrived in Red Deer: stopped at John's parents' place, and everyone loaded into his parents' van to continue the trip.

1430 Departed from John's parents place and drove to store to purchase some snacks for the long drive.

1500 Departed from Red Deer, then drove toward Rocky Mountain House.

1615 Arrived at the National Historic Park, just west of Rocky Mountain House: obtained a backcountry user permit that separated into two parts, with one to be taken on the trip and the other part would be left in the vehicle; and then drove back to Rocky

Mountain House to set up emergency procedures for the group; asked to fill out an Occurrence Report that indicated the dates of the trip, location, contact person in case the group did not report back to the RCMP by the date indicated, and number of group members.

1700 Departed from Rocky Mountain House, and drove into Banff National Park, and to the Youth Hostel.

1905 Arrived at Rampart Creek Youth Hostel: unloaded equipment; prepared dinner; some group members went for a walk along the highway; and others unpacked sleeping bags.

2030 Dinner was ready: spaghetti with meat sauce, and apple crisp for dessert; cleaned up dishes; and held dinner for Tammy and Ted.

2110 Tammy and Ted arrived in Ted's truck which was full of the group equipment: they ate dinner; cleaned up the dishes and pots; meals where packed into duluth packs; group meeting held to discuss individual objectives for the trip; discussed the menu for the trip; Nancy and Frank volunteered to make breakfast in the morning; and everyone agreed to a 0800 hours departure.

2220 Most group members headed for their cabin for a good night's sleep: others went for a walk taking advantage of the clear night's sky to do some star gazing.

2330 Everyone was asleep in one of the three-decker bunk beds.

The environmental conditions on the traveling day to Rampart Creek Youth Hostel were favorable for driving. At 1100 hours the skies were cloudy with a temperature of +1 degrees C., with slight precipitation. At 1400 the temperature had increased to +3 degrees C., with the skies starting to clear. The clear skies in the late evening resulted in temperatures really dropping during the evening.

The day went smoothly and there were only a few expressed feelings or concerns. The group had very few comments written in their log books. The expressed feelings and concerns were as follows:

> Today went all right. I wish we would have left Edmonton sooner. The Hostel was great!
>
> Very mild and almost no snow. Hope there will be snow on the trail.
>
> The road was in pretty poor condition.
>
> The sky was so clear with the stars shining brightly.

The first day of the trip required the group to make only one decision that was concerned with what time they should get up in the morning and be ready to depart. They had decided to be up around 0600 hours and ready to depart by 0800 hours. Once the times were suggested everyone agreed, as everyone knew it took the group two hours minimum to get ready in the morning.

The leadership behaviors observed on the first day of the trip focused on the initiation of group tasks, such as, starting dinner, clean up, group discussion, and group decision-making. The drivers of the vehicles were in a leadership position by virtue of their owning the vehicle. The drivers determined the rate/speed at which the group traveled to their destinations and they were responsible for safely driving the group to the trail head. Otherwise, there was minimal leadership behavior as the group members generally functioned as being responsible for themselves to be responsible to the group.

## Day Two: Rampart Youth Hostel to Campsite #1

The Explorations group was shocked by the lack of snow in the Howes River valley, which had some group members questioning even going on the trip. These questions were not voiced to the whole group until the debriefing that evening, when the group decided to carry on as planned. The group traveled 9 km, in six hours, on their first day. The breakdown of events were as follows:

0600 An alarm watch beeped and woke the cooks to make breakfast: they dressed; and walked from separate male and female sleeping cabins to the kitchen/dinning cabin to start breakfast.

0615 Another alarm watch beeped and woke the other group members who got up, dressed, and headed to the cook shelter to help with breakfast.

0630 Breakfast was ready: sausages, scrambled eggs, toast and a hot drink of coffee, tea, or juice crystals; last three group members were called to get up for breakfast; after everyone had eaten some group members washed dishes and pots; the other group members cleaned the kitchen area; completed the hostel chore assigned to the group, to chop wood and restock the wood in a box; packed personal gear; and loaded everything into the truck and van.

0815 Departed from Youth Hostel: drove to the trail head; arrived in at the trail head shortly after, and the group was shocked at the lack of snow in the area; started to unload the van of personal packs and gear onto the side of the road; Ted scouted the trail; the van was driven back to get gas for the trip home; the others walked over to the Warden's cabin, talked to him and found out that fire hazards where low and there was plenty of fire wood, and that the group could leave their vehicles there; after they returned to their equipment by the side of the road, Ted returned from scouting the trail and suggested the group travel on the river as there was no snow on the trail to pull the toboggans; the last of the group equipment was unloaded out of Ted's truck onto the ice of the Howes River; the van returned and was parked at the Warden's cabin; personal packs and gear were carried over the the river; Nancy asked Tammy for a lesson on tying a harness for the snowshoes and then Tammy decided to wait, after she asked the group; shared snacks; took pictures; and some of the toboggans were prepared to be loaded and tied down as the group started to determine who would pull a toboggan and who would carry a backpack.

0925 Ted drove his truck over to the Warden's cabin and when he returned he was asked if he would be pulling a toboggan, and he said he would carry his pack; Mark said he would pull his own toboggan for the whole trip, which left four toboggans of which James and Nancy, Frank and John, teamed up to pull a toboggan per pair, and Jill and Tammy ended up with their own toboggan; Janice said she would be carrying a backpack; toboggans were finally loaded using plastic tarps to hold the gear in; and maps were taken out and orientated to determine the route.

0945 Tammy gave a lesson on how to tie an Indian Squaw Hitch snowshoe harness using lampwick: she demonstrated each step as a few group members followed and tied their own harnesses. Two other group members brought leather harnesses and the other members said they would not use their snowshoes until they needed them, as the group was standing on hard packed snow and ice; those who followed Kristy and tied on one snowshoe, thanked her and said she gave a good lesson; then those in the lesson tied the second harness on their snowshoe; and followed by a discussion of the proper way to walk with snowshoes, by raising the knee of each leg straight up and then forward before planting the snowshoe.

1015 Frank took out his sextant and discussed it with Ted and John; the others finished tying a harness for their last snowshoe; followed by group pictures.

1030 The group departed on their trip: some wore snowshoes and used a ski pole for balance, others walked in boots or mukluks on the ice; Jill lead as the group followed the river; some group members took off their snowshoes after awhile; some route selection required when the group hit open water at the junction of Mystia Creek and the Howes River, where, after Ted and Tammy scouted, they recommended the group turn around and back track; James and Nancy took the lead as the group turned around to back track around the open water and found a safe place to cross over to the other side of the river.

1044 Jill pulled out into the lead, passed James and Nancy; some group members stopped to take off layers of clothing as the day warmed up and hikers heated up due to exertion, until everyone was just wearing sweaters; Ted decided to return to the truck to get his shorts, as it was that warm, so he took off his pack and ran back saying he would catch up and not to wait for him. There were many stops along the trail: to take a layer of socks off; take pictures; map reading to determine exact location; discussed whether or not to look for the trail, with Jill in the lead she replied that there was not enough snow on the trail; and removed more layers of clothing.

1140 Ted rejoined the group, with wild cheers of approval for his wild shorts, which reminded James of a joke. Frank mentioned he would need time to work with his sextant at lunch. Jill asked if the group wanted to travel until noon, and then asked if everyone wanted to stop for lunch. Everyone seemed to agree. John then asked if Jill was leading, and if she told anyone. Frank responded that yes she was leading.

1145 Jill lead on, followed by James and Mark, while the others continued to talk and prepared to depart. The group traveled, eventually ending up in the following groupings: Jill/Frank/Mark, James, & Janice/Tammy & Ted/John and Nancy.

1158 Stopped for lunch: ate canned salmon, turkey and cheese on pita bread, with water from water bottles; Frank worked with sextant to determine longitude and latitude of that location; read a novel, went for a short hike up a grassy slope; sunscreen shared; slept; took pictures; and cleaned up after lunch was finished.

1306 Everyone was ready to go, and departed in the following order: Jill (lead)/James, Nancy, Tammy, John/Janice/Frank & Mark/Ted. One of the topics of conversation as they traveled along was whether the group should plan another trip, maybe a cycling trip or hiking trip that spring.

1327 Problems with a load in a toboggan shifting to one side, so Nancy and James stopped to pack it, while the others continued to follow Jill.

1330 Ted and John climbed a steep bank in the river valley to look ahead and discussed the route while looking at their maps; Frank stopped to take a picture and look at his map, and Tammy stopped beside him and looked at his map. James and Nancy were not in sight, and Jill was still well ahead with Mark behind her.

1348 Jill, who left her toboggan behind, decided to scout ahead and looked for a more direct route to avoid the meandering river: arrived back shortly after 1400 hours while the whole group waited; presented alternatives to group; and discussion of best route decided.

1410 Group departed: James was now pulling the toboggan and Nancy carried a backpack; Jill, John, Tammy, and Mark were still pulling a toboggan; reached the end of the safe ice; Jill went to scout ahead and returned five minutes later; Tammy suggested the group go find the trail; Nancy asked Jill what she wanted to do; and Jill said she thought the group should go to the snow bank on the left and check to see if it would be suitable to travel on.

1425 Nancy, heading left as Jill suggested, took the lead testing for thin ice as she continued on, followed by Jill, James, Mark, and then John; Ted was walking along the bank of the river away from the group; the group stopped by a large mud flats; and the group discussed whether the group should carry or pull the toboggans.

1434 James took the lead as he headed out first, followed by Mark: they pulled their toboggans through the mud and grass; Ted walked along the bank to a patch of ice ahead of the group and returned without his pack; some group members changed from their mukluks into boots; Ted yelled to James and Mark; "Why not do a shuttle instead of wrecking the toboggans on the dirt?" James and Mark were half way across the mud, and James replied that they were almost to the ice anyway and they continued pulling the toboggans; others carried the toboggans; everyone eventually regrouped to examine if any damage was done to the toboggans, only slightly; maps were taken out and the group determined that there was only 3 1/2 to 4 kilometers to go before they stopped for the night.

1515 Mark was in the lead, followed by James and the others, as they traveled along a thin strip of snow/ice.

1537 Open water stopped the group's progress: Mark and Nancy went to scout for an ice bridge; the river was only ankle deep, and John mentioned he would rather cross it then walk all the way around;

Frank suggested just walking across it; when the scouts returned and the group discussed the alternatives, which included a suggestion to stop to set up camp as soon as a good campsite could be found; finally after much discussion Nancy asked the group, whether they should walk across or go around, and Tammy, James, Frank, and John indicated they would cross the river; Jill said she would have trouble lifting the toboggan and James said he would help her; Mark and Ted decided to go around, and Janice joined them; those who crossed the river took off their shoes and a few of them had to cross it twice as they helped carry toboggans across.

1600 The river crossing was finished, and everyone was sitting on the toboggans eager to put warm socks on their frozen feet, and then travel over to meet up with Ted, Mark, and Janice.

1617 The trail of snow ended just as the two groups met, and Ted, Mark, and Tammy went to scout, while the others sat and waited for them to return; the sun had gone down behind the mountain, and Jill put on her down coat.

1620 Frank and John went off to scout, and James and Jill went in another direction to scout: whether the scouts were scouting for a route or a campsite no one knew for sure; a couple campsites were found but different members did not like the sites, and then off they went again to look for a site everyone would agree with.

1649 Ted headed out to look for a good site, and before Nancy followed, she suggested that the group start to cut ridge poles for the wall tent: John also went to scout; and Tammy organized cutting the size of poles needed for the ridge poles.

1657 Nancy, Ted, and John returned: said they found a site, but it had deep snow which would need to be stomped and packed down: they started to help cut ridge poles, and the group realized that the site right near the toboggans had enough room between the trees to set up the wall tent; everyone eventually agreed with the choice of a site at about 1703 hours; and the campsite was set up, with wall tents put up, firewood cut, gear carried up to the tents, and preparation for dinner started.

1819 The last wall tent was up: wood burning stove put into one tent, and a fire started in it.

1840 Dinner was ready; ate warmed up stew with pita bread; washed dishes and pots; enjoyed a hot drink while sitting on ensolite pads; looked up in books the identification of a bird and plant spotted that day; Nancy announced it was time to start the group debriefing, and asked where the group wanted to meet; with hot drink in hand and head lamps on heads, the group decided to go into the tent to debrief.

1930 In the wall tent: Mark and Frank suggested that the chimney sections be put in reverse to the way they were put together, as smoke escaped at each joint; Frank asked the group, "Where do we start?"; James asked, "Any problems?"; Frank thanked everyone for the time they gave him at lunch, and said that tomorrow it would be better to stop at 1230 hours for one hour to do his sexton recording; Ted suggested the group leave a dinner, lunch, and breakfast hung up in that camp for when the group returned there on the last night of the trip; everyone agreed; Nancy mentioned that she walked up the trail one kilometer and that there was snow; James asked if the group should stick to the trail, and everyone agreed; Jill asked if they would need snowshoes in the pass, and James and Frank say they hoped so; Ted asked what time should they wake up tomorrow, and Nancy said she wanted an early start; Frank suggested 0700 hours, and everyone agreed; Mark asked, "Who gets up when?", and Ted asked who would be cooking tomorrow; Tammy and James volunteered and told the group it would be oatmeal; Frank asked the group if they should assign different tasks for the morning preparation, and Nancy asked him if he wanted to try assigning tasks; John suggested that the toboggan partners could work together; Nancy then asked if the group should change partners, and no one replied; Ted asked the group, again, whether they wanted to assign tasks, and the group eventually decided that everyone should just help out; Nancy asked Jill how her leading went today? Jill mentioned that she felt she was traveling too fast, but she was trying to get ahead to find a good route. If she lead again, she said, she would go slower and go lead with another group member. This lead to the river crossing and Ted mentioned he was frustrated with Janice not helping out, spending too much time on her research; Janice responded by challenging Ted on his level of involvement, as he had spent much of the day traveling apart from the group, and had not joined to help with a specific toboggan; Ted replied that he was bringing up the concerns voiced by other group members, as they would come to him always complaining; those who were upset were asked to speak out and they did; Janice explained that she was worried about getting enough data that specifically focused on decision-making and leadership; it was mentioned that it would have been better if she would have informed the group of this before the trip; next topic, Ted asked how everyone felt about the trip so far, and whether they were disappointed with the lack of snow, as he found it ridiculous to have snowshoes and be pulling toboggans with no snow; some suggested changing locations for the trip, others questioned why the group did not know about the lack of snow in the first place, and finally the questions was put to the group; should they continue, and should they continue using the toboggans? The group decided that they had to use the toboggans because Mark did not have a backpack, and they also decided to continue to Howes Pass; and no other concerns were brought up.

2043 The group debrief was over and plans to prepare for bed began: Ted asked how they were going to hang the food, and John suggested hanging it to the south so the bears would not come through the tents to find it; off they went to hang the food, while others prepared their sleeping bags, brushed teeth, went for a walk, and so on.

2145 Most group members were in their sleeping bags in one of the wall tents, with Mark sleeping under the stars by himself: others wrote in log books or read their novels.

What a spectacular, bright, sunny day! The temperature in the morning was -17 degrees C., that sharply increased to +5 degrees C. by 1000 hours. By lunch the sky became a bit overcast and a cool wind blew in from the north west. That evening the skies were overcast and temperatures mild. The noted environmental conditions by the Explorations Group on the second day of the trip were as follows:

> The day was exceptionally warm and the sun bright. With little wind it was a very comfortable day.
>
> The trail was bare of snow so it was necessary for us to travel along the river. The going was easy and the

> toboggans glided along effortlessly.
>
> The day was getting a bit cooler after lunch and the snow was becoming more sparse.
>
> Toboggan pulling was incredibly easy on the ice. The river was running but no problems following along the edge. The river basin is wider than I had expected. Pretty scenery looking west as we travel.

The second day of the trip was interesting with many different reactions to the lack of snow, to the T.A. who was recording data most of the time, and to one group member who took the lead for most of the day. It was at the evening debriefing that these topics were discussed. The expressed feelings and concerns for the day were as follows:

> The day went well, though everybody wished there was more snow. Following the river was easy going, but we stopped often to look at maps, and navigation.
>
> (Frank) and (John) have mentioned that they have come down with a cold this morning, as both used several kleenex to blow their noses.
>
> This is such a nice change from skiing - with your hands free, walking.
>
> The ice changes characteristics continuously. We are breaking through surface ice - scary!
>
> (Jill) wonders if we will be able to get the toboggans out in four days time - there is only ice on the edge of the river and the valley has only a few patches of snow, even at the higher elevations there is little snow.
>
> A high energy day for me and a good travel day. Although we are approximately 1 1/2 km short of our intended destination. I think we did rather well considering the conditions and our late starting time.
>
> (Ted) is really tired and off in his own world today. The rest in good spirits.
>
> I'm glad we had a meeting. It cleared up only small problems we had during the day.

> (Ted) was upset with (Janice) for not helping out today. I thought it was great. He attacked her and she got defensive and attacked him. Quite interesting.
>
> Discussion about (Janice's) role on this trip came up. She was mainly recording events all the time. Some people resent her lack of willingness to help out.
>
> Discussed (Janice's) research and how she was not involved with the group, (Jill's) leading, and how the actual trip conditions were affecting people.
>
> I was a little upset to hear the suggestions of change of plans tonight. I don't understand why those who have second thoughts didn't voice these earlier or with more zest. I see no troubles as far as what we are facing and even so, whatever we come across I'm sure we can handle. This is a learning and experiential program and the way I see it no matter what you do you will gain that experience.
>
> I can't believe it. Just because they can't snowshoe doesn't mean you can't carry on. Adapt - change, but enjoy life though.
>
> I really think it is important to share the day's experiences. It went quite well.
>
> All in all, a good day. Missing the chance of Yellowknife and a bit frustrated initially with the lack of snow, but gaining from the experience.

The group decision-making, on the second day of the trip, was observed to be very challenging for the Explorations group, and in many cases involved group members who assumed leadership positions. Each of their group decisions will be discussed, along with a discussion on the leadership behavior observed as they occurred simultaneously.

The first decision was initiated by Nancy who asked Tammy for her lesson/presentation on tying a snowshoe Indian Squaw Hitch harness using lampwick. This question was responded to by a question from Tammy to the group, as to whether they wanted the lesson. The only verbal response was from Ted, who suggested the group wait until the toboggans were loaded and ready to go. Tammy decided to wait until the toboggans were loaded. The others, who did not respond, seemed indifferent as to when the lesson was given, and Ted was the only one to state a preference. Kristy relied on nonverbal communication to determine the overall atmosphere of the group to the suggestion before she made her decision.

Before the group started on the trip there was a hesitation as to who would take lead position. While many of the group members where looking over the maps, James started the process when he said, "Someone with a map go first. I'm not working on navigation." Frank replied and said, "Me neither." James asked where the group would be traveling, and John showed him by pointing on the map. Ted watched as well. Tammy mentioned it was two kilometers before the river joined up with the trail. Jill asked which trail they would be going on, and Frank replied that the group would stay on the river. With all of these statements made and route determined, Jill took the lead at 1027 hours.

There are many examples of route selection decisions on the second day of the trip, and a few examples will demonstrate the many ways that the lead person, scouts, and other group members were involved in the decision-making process.

When the group first arrived at the trail head, Ted went to scout the trail. When he returned, he told the group there was no snow on the trail, and suggested that the group travel on the ice along the Howes River. The group accepted Ted's recommendation.

At 1035 hours, with Jill in the lead, the group was stopped by open water at the Mystia Creek and Howes River. Jill stopped, along with everyone behind her, and she looked at her map. Ted took out his map, and then talked with James and Tammy about the possible choices. James went and showed Jill what they had determined, specifically that they try traveling up the creek. Ted and Tammy started out up the creek. Nancy asked what was happening, and the others were not sure and kept waiting for those up front to decide what to do. Ted and Tammy returned and told the group that there were no ice bridges on the creek, and they recommended that the group back track and cross the river where possible. The group, in reverse order, with James and Nancy in the lead started heading back.

Once the group found a place to cross the river, Jill passed James and Nancy to take the lead again at 1044 hours.

Many of the group members were observed to be navigating throughout the day and actively involved with the lead person with making route selection decisions. The lead person involved those traveling with her with navigation by asking them questions, and those traveling with the lead person made recommendations, and asked the lead person questions concerning route selection. A few examples will demonstrate this.

At 1109 hours, Jill stopped to look at her map and asked Mark a question concerning location and best route to take, as they were about to cross a section of thin ice. James looked at Mark's map and asked Jill if the group should look for the trail. She shared her opinion that there was not enough snow on the trail. Mark then suggested there might be enough snow where the trail is in the trees. Jill continued to stay on the river of ice, having made her decision.

At 1117 hours after everyone crossed the section of thin ice, James asked Jill where she thought the group was. Jill stopped and asked those present if they thought the group should try and find the trail. Tammy mentioned that there still was no sight of Ted, who had returned to his truck to get his shorts. No one else responded to her question of finding the trail, though the group would have to wait for Ted to return. After the group determined their exact location using grid reference numbers, Jill asked if everyone was ready to go. Nancy replied, yes, and the others started to prepare to depart.

At 1137 hours Ted was spotted in the distance, and Jill asked the group how everyone was doing, and many replied they were fine. When Ted joined the group at 1140 hours, Jill asked the group if they wanted to travel until 1200 hours before they stopped for lunch. Everyone seemed to agree, and John then asked other group members if Jill was leading, or said she was leading. They responded by saying that yes Jill was leading.

At 1158 hours Jill stopped, and the other group members asked her if this was lunch or just a rest stop. She asked who had the lunch, signifying that it was decided that the group would stop for lunch, and no one stated any other preference.

Although the nature of the decision-making involved input from group members, as the above examples demonstrated, these decisions were made by the lead person.

The trail conditions became worse as the snow and ice available to pull the toboggans became had to find. There were several situations where Nancy suggested leaving the toboggans, or changing the location of the trip. The response she received was not supportive, and she did not pursue her questions. An example of this occurred at 1400, 1403, and 1505 hours. At 1400 hours Nancy suggested leaving the toboggans and just take what the group needed in their packs. Frank mentioned that the food was too heavy and the subject was dropped. At 1403 hours Nancy quietly suggested that maybe the group should go and find another location to do the trip. Frank said they should be more snow around the next where the aspect of the land did not get the noon sun. At 1505 hours Nancy asked if the group should leave the toboggans behind after one was slightly damaged from being pulled across a mud flat. Frank said that the toboggans should be fine as long as there was more snow ahead. Two assumptions can be made from this, one being that if one person, or that particular person disagreed it was unlikely that the preference would be accepted by the group, and the second assumption was that the person raising the question was not fully committed to the stated preference enough to bring it to a group discussion. These questions where eventually raised at the end of the day, discussed as a group, and were not implemented or agreed upon by the group.

Other examples of situations on the second day of the snowshoe trip that demonstrate the function of the lead person with scouting, and how other members assisted with scouting are provided.

At 1403 hours, Jill returned from scouting and presented two possibilities for route selection. Frank, eager to go, says let's go, to get Jill to hurry up. Jill asked Frank to make the decision, by asking which way? Frank indicated the group should go up the middle. There was more discussion, and finally Mark said, let's go, and others agreed, so Jill lead the group up the middle as Brian advised. This shows the pressure for the lead person to make decisions, and how other group members affect the decisions of the lead person.

Another example of the group affecting the decision made by the lead person, occurred at 1410 hours, only this time when Jill returned from scouting, Tammy suggested the group go find the trail, and Nancy asked Jill what she thought. Jill suggested going to the snow bank on the left, and then

Nancy took the lead heading the group in that direction. Jill appeared frustrated with making the decisions, and the impatience of some group members. The lead had changed, then changed again, five minutes later, when Nancy asked Tammy whether they should drag the toboggans over the mud. Mark responded, "That makes sense." Then James took the lead dragging the toboggan on the mud, followed by Mark. Their decision was challenged by Ted, who stated a preference for shuttling the equipment and toboggans over the mud and not damaging the toboggans. James and Mark responded to this by saying they were almost at the end, and continued on. At this point the group was spread out and everyone was left to decide for themselves how to cross the mud flats, though the other group members decided to carry the equipment and toboggans. Ted's objection was observed to affect the remaining group members with his strongly stated preference to carry the toboggans. It was interesting to note that Mark took the lead from there.

At 1537 hours, Mark was in the lead, the group arrived at open water, and Nancy and he went to scout and determine route selection alternatives. The others discussed many possibilities, and were not sure what the scouts were looking for, a campsite or route. When the scouts returned thirteen minutes later, Mark made a suggestion to travel around the open water. Different alternatives were discussed, including finding a campsite, and Nancy finally asked who wanted just to walk across the ankle deep river.

Most of the group members chose that alternative. Ted, Mark, and Janice chose not to cross the river and separated from the group to walk around. The group was separated again, and individuals ended up deciding for themselves.

In both of the above examples, when the group became separated and individual decisions prevailed, there was not a clear leadership position assumed; in fact, leadership was changing rapidly and without time for others to accept that person as the lead person.

The group continued to have difficulties when Ted, Mark, and Tammy left their packs and toboggan to scout at 1617 hours. The rest of the group were unsure what they were scouting for, and started looking for campsites. Everyone was out scouting, except for Nancy and Janice, and different group members returned to say what they found. Forty minutes later, after they debated and every group member looked for different sites, the group arrived at a decision. In fact they settled for the area, in the trees just beside where the debate was held. At that point, they seemed ready to select anything, as the sun had set and the wall tents needed to be set up.

The first possible reason for the above decision-making process taking so long was that the group was experiencing a continuation of the difficulties that started when the person in lead changed many times, that resulted in the group members not identifying with anyone as leader. Those scouting were not observed to indicate what they were doing, which added to some of the confusion. Another possibility was that the different sites selected were found to be good by some and not good by other group members which created a sensitive and difficult situation for the group to reach a consensus decision. The group kept looking for an alternative that everyone would accept, and that took time.

The group was observed to function interdependently when a definite leader was accepted, though the group members appeared to travel at their own paces. The lead person was found to determine, to a greater degree, the pace for the group, with all the other group members found to determine, to a greater degree, the distance between group members. Whenever someone got far behind, many of the group members in the middle were observed to take long stops to adjust something, hike up a hill to get a better view of the terrain, and so on, to shorten the distance between those behind. Eventually the lead person, who by then was far ahead, decided to stop and wait. In these situations those at the back were found, to a greater degree, to determine the pace. With the terrain very flat, this allowed for good visibility over great distances, and the leader appeared to determine the pace and not be concerned too much about distance between group members.

The focused observations of the group decision making and leadership behaviors in the Explorations have brought forward the more subtle ways that the group members affect each other, and the group as a whole.

The following quotes from log books highlight some decision-making and leadership behaviors for the Explorations group on the second day of the trip:

> With (Jill) setting a very fast pace we covered approx. 4 1/2 km by 1200.
>
> After dinner we had a group debriefing session during which we discussed (Jill's) role as leader today.
>
> (Jill) leading and out far ahead.
>
> Couldn't seem to make a decision where to camp.
>
> Campsite selection was a fairly big stir. Two parties wanting different campsite locations. Finally settled on one.
>
> In some places the river bed was completely bare of snow. So it did involve keeping ahead and finding ways through long stretches of minimum snow or open creek beds. I guess I had a fear if I didn't stay far enough ahead someone else would take over. As it was (Ted) later expressed his lack of awareness that I was leading period.

It is important to note that the group was attempting to involve more group members in the decision-making with route selection and campsite selection. Many group members noted that the group had difficulties making decisions.

The lead position was a position in the group that any group member could take over. As indicated above, some group members did not consider the person in that position as leader, but just someone who was at the front. In order for a member to maintain that position, he/she had to set a pace that others would not consider too slow. If another group member thought the leader was too slow, he/she could choose to pass the lead to set a faster pace.

When problems with route selection challenged the lead person, this person was seen to involve those group members traveling at the front in a discussion on route possibilities. A few assumptions were made from this. First, the lead person knowing that if he/she did not make decisions that were favorable to the group, he/she would be passed or challenged. This encouraged participation with the group, especially if the lead person was unsure about his/her decisions. Second, when the lead person involved others traveling in the front in discussions on route selection, it became a group effort which discouraged those with solutions to the route selection to charge off on their own and take over the lead. As was mentioned before, the female leaders tended to involve others with route selection decisions, and the males tended to make decisions on their own. Jill had mentioned she would have preferred to share the lead position with another person and not have to forge ahead on her own.

The lead person (Jill) was noted to take on the role of leader, acting separately or differently than the other group members. She did this by firmly establishing herself way up front, maintaining communication with the others by checking with them occasionally to ensure that they were agreeable with the decisions she was making, taking on scouting tasks, and making route selection decisions.

The lead position changed on those occasions when the group all gathered together during rest stops. These occasions included: when those in the lead waited for those in the sweep to catch up; when the group gathered together waiting for the scouts to return; and when the lead was found to be unsure or hesitant as to what route selection decision to make.

Another important feature to note was that the terrain was such that the open areas generally created the possibility for the group to a gather around together and discuss route selection. On other trips, a single trail at times confined the group to single file, and thus restricted the involvement of everyone in route selection decisions.

## Day Three: Campsite #1 to Base Camp

The Explorations group found a use for their snowshoes on the third day of their trip, as they traveled 15 km and climbed 300 feet in elevation. The day was fairly uneventful, with the group working well together. The breakdown of events for the third day of the Howes snowshoe trip were as follows:

0700 The cooks were awakened, as they had slept in: they dressed, and started to prepare breakfast.

0715 Ted was asked to start his MSR stove, as he wanted to be the only one to start it; water collected to boil, and other group members started to get up, and dressed; and started to pack personal gear and take down the wall tents.

0800 Breakfast was ready; ate oatmeal with bread, peanut butter and jam, along with hot drinks; washed pots and dishes; emptied ashes from wood burning stove; moved collected wood under a tree to use when group returned on fifth day; sleeping bags aired out by hanging them on the frames of the wall tents; and group decided to leave behind axe, broken toboggan, and last three meals of the trip.

0900 The food to be left at that campsite was put into a duluth and hung in a tree: Ted asked the group who would be pulling toboggans as he initiated this decision making; no one replied but many group members started to move toward the toboggans and packed them; Jill, Nancy, Ted, and Mark would start out pulling the toboggans; many of the group members helped load and tie down the equipment and food in the toboggans; John specifically asked Nancy if anyone else offered to help her with the toboggan, and when she replied no, he offered to be her 'loser' or toboggan puller's helper; no one else specifically asked to help out, though many helped out with the toboggans throughout the day; and some group members were ready to depart, while others who had been hanging the food, and did not receive help from the rest of the group when they packed their toboggans, were not ready as they worked to load and pack their toboggans.

0930 Nancy said, "I'm cold, I have to go.": She departed down the trail she scouted the evening before; followed by John, Jill, Tammy, James, and Janice; when the group out front had to lift the toboggans over a log, James decided to stay there and waited for the others to arrive to help them lift their toboggans; the trails were hilly and when they went down hill those pulling the toboggan had difficulty with the toboggans running them down; Tammy rigged up a piece of lampwick tied to the back of the toboggan and her ski pole and helped control the toboggan on the down hill sections; Jill had problems with her mukluks chaffing and rubbing her heel; and slowed down progress along trail in order for the others to catch up, by identifying plants and prints in the snow as they traveled along.

1000 Mark, Ted, and Frank departed from the campsite: followed the trail to catch up with the other group members.

1011 Nancy and John, who were in lead, stopped and decided to wait until the others caught up; packs taken off and sat on; more identifying of plants and snow prints; moleskin put on Jill's heel; and they read the map to determine exact location, as the small group considered going back to the river and travel on the ice.

1023 The small group were chilled as they waited for the others; Nancy decided to go back to find the others and find out what the hold up was.

1028 Nancy returned and said the others were just behind; the lead group loaded on backpacks, and put on toboggan waist belts eager to get moving and warmed up; those at the back joined up with them at 1032 hours; and when asked if they had problems with the toboggan, replied no; and the group continued down the trail with Nancy and Jill in the lead.

1053 Nancy and Tammy went scouting to look for a better route; others went to scout when they caught up; and they returned and discussed the possibilities and decided to travel on the river flats in the sun.

1117 After they crossed an open section of the river, they departed as a group with Nancy in the lead; she told them there were no guarantees that there would be snow; traveled at an easy pace; and stopped now and then to take pictures; ate a snack; took clothing layers off; looked at the map; enjoyed the scenery; discussed best route selection with those who traveled at the front with the lead person; put sunglasses and sunscreen on; and eventually traveled in the following order: Nancy & Jill/Janice/Mark & James/Frank & Ted/Tammy & John.

1201 Arrived at an open section of water; after they scouted the area, found an ice bridge to cross; and at 1213 hours arrived at another open section of water; Ted took the lead as he headed out across a bridge before Nancy and Jill decided on what route to take, when Tammy yelled out, so everyone stopped, and she said, "Scary!", in response to the thin ice they were on that creaked under them; the group was spread out along the ice with Ted, Frank, Nancy and Jill up front all in a row followed by the others.

1226 Nancy asked if the the group should stop for lunch; Ted and Frank responded in favor of the suggestion, and Jill suggested that they travel around the island just up ahead, and the others agreed; and all four still up front continued to the lunch spot.

1230 Stopped for lunch; ate pumpkin loaf, cheese, tuna, and turkey; Frank worked with his sextant; read novels; rested in the sun; trips to the bush; and looked at the map.

1346 Ted explained that there were two route possibilities that afternoon; the group discussed the routes and decided to stay on the river flats; and many of the group members started to get ready to go.

1351 Ted, Jill, and Tammy headed out, no one person in particular took the lead; others prepared to depart; John headed to the bush; everyone but John departed; the group was spread out with no one person in front, with each person individually deciding which route to select; and Frank stopped to wait for John to catch up when he realized he had not come back from the bushes yet.

1408 Jill and Tammy assumed the lead, traveling ahead of the others who were now spread out as they had stopped and waited now and then for Frank and John to join the group; Mark and Ted stopped and sat on their toboggans to wait for John; and Jill and Tammy stopped to wait after they saw the others had stopped, then walked back to wait with Nancy and James.

1430 All group members arrived where the lead group waited; Frank explained that John was sick with the flue, and he had thrown up his lunch, but was feeling better after having done so; group departed; Jill was in the lead; and the group traveled at a steady pace as they spread out due to irregular stops by different group members to read the map, to take pictures, and put on clothing layers as the sun was behind the clouds.

1436 Jill and those behind her stopped to look at the map when they saw a cabin on their right; they discussed the route as the others caught up; and Ted, with his map in hand took the lead and headed toward a canyon as that was the route the group had decided on at lunch.

1455 Ted stopped to look at his map; others stopped behind him and opened up the discussion on which route to take, as some members stated they wished to travel on the trail; the group decided again to stay on the river; and Jill departed first, as she took the lead.

1509 Jill and James arrived at the canyon where the river flowed through; the others were spread out along the trail as some of them had difficulties as they sank in the snow; Jill crossed the shallow open river to scout ahead; and James waited for the others to catch up.

1528 Jill returned and said the trail was good up ahead; the group crossed the river with those in boots carrying the toboggans over, and piggy backing those who only had mukluks on.

1538 River crossing finished; Tammy took the lead; the group looked for firm snow patches to walk on as they sometimes broke through and sunk in the snow; Jill took the lead and worked with Tammy as they continued along the route toward the location for the base camp.

1657 Group in front stopped and looked at their map; determined that the location of base camp was close; Tammy suggested that the group put on snowshoes; everyone agreed and started to put them on; Tammy helped Ted tie the Squaw Hitch harness; the others departed to look for the trail; they found the trail and a sign that read: Howes Pass 2 kilometers; and those up front decided to look for a campsite.

1729 Mark went to look for a site on the right side of the river bank, Ted and Tammy, when they caught up, looked on the left bank of the river, and Nancy and Frank went further up the river to look for a good campsite; ten minutes later they all returned and Mark said he found a couple of good sites, and Ted and Tammy said they found a good site; John recommended that everyone go look at the sites and then decide; after some discussion they decided to use the site on the left bank on the river because it was more accessible with the toboggans.

1756 Arrived at the chosen campsite; selected spots for the wall tents; dug the snow out where the tents would be put up then gave up when they realized how deep it was; put up wall tents; collected wood for campfire; set up sitting logs around the campfire; started to prepare dinner; and started the campfire.

1925 Both wall tents were up; wood burning stove put in one tent and started; and sleeping bags unpacked and set up in tents.

1940 Dinner was ready; ate chicken with rice, peas, and other vegetable; and desert baked over campfire.

2025 Desert was ready; ate apple raisin cake with hot drinks; held the group debriefing and discussed a few concerns, for example, Ted's MSR stove and how others could not use it, the fact that a few were sick and very tired, but otherwise everyone had a good day and were glad that they needed to use the snowshoes, and enjoyed the sleep at lunch; decided that the group would not get up at any specific time as most wanted to sleep in, that they would snowshoe to Howes Pass on the next day, do the peip (avalanche transceiver) experiment, and dig a snow pit; and Jill and Ted volunteered to make breakfast.

2130 Debrief was over: many started to prepare to go to their sleeping bags; and a few wrote in their log books.

2217 Ted, the last one up, washed a pot and put the duluth of food up in the trees before he retired for the night.

There were few environmental conditions noted on the third day of the trip by the Explorations group. It was overcast in the morning with a cool wind out of the north, with a temperature of +1 degrees C. at 1030 hours. The sky started to break up midmorning as the group wanted to move from the shade of the forest onto the sunny river flats. By lunch the sky was clear with a temperature high of +5 degrees C.. At 1420 hours the sky became overcast which made the afternoon cool, as the north wind chilled them whenever they stopped. By that evening the sky cleared.

The group had a fairly good day, with the weather fairly nice, better traveling conditions that eventually lead to them using snowshoes, and the group reached their planned destination. Two of the group members were not feeling well, with one sick after lunch. The express feeling and concerns for the third day of the Howes Pass snowshoe trip were as follows:

> I was very tired today. This cold is taking its toll. By the end of the day I was having a hard time just keeping going.
>
> After a good sleep in the wall tents we moved on down the trail.
>
> Headed out on the trail. Up and down, up and down. The going was easier when we reached the river again. Pretty well found enough snow and ice to take us all the way.
>
> (Nancy) mentioned it was quite something running ahead of the toboggans hoping it won't catch up and run you over.
>
> The pace is very laid-back and the atmosphere very relaxed. A beautiful warm and sunny day.
>
> Everyone seems in good spirits and there is more snow the further into the Pass we go.
>
> It certainly was nice to actually see snow and use our snowshoes.
>
> I noticed a lot of people had problems with tying up their snowshoes and keeping them tied tight.
>
> All of us are having fun getting used to our snowshoes.
>
> This was the first time I have set up camp on snowshoes. It worked quite well. There were a few hair raising moments trying to maneuver in tight spots or when climbing over and on top of fallen trees. But all went well and it was great fun.
>
> Saw bear tracks today and a few people expressed concerns. I hope no one uses their treat bag as a pillow tonight.

The observed decision-making and leadership behavior will be discussed together, with an attempt to follow chronologically the order of events.

The Explorations group, on the third day of the snowshoe trip, left camp in two small groups, thirty minutes apart. The lead hikers left in order to get warm, and traveled at a slow pace as they waited for the others to catch up. The lead hiker, stopped to wait, and even hiked back to find out if there were any problems. There were none, except for the first group leaving the campsite thirty minutes before the others were ready to depart.

At 1030 hours Nancy and Tammy went to scout for a better route, and eventually all the group members helped to scout, and were involved in a route selection decision. Once Nancy and Tammy had gone to scout, other group members arrived and asked Jill why they were not going to just stay on the trail, and she replied that the trail was too slow. Frank went to scout the trail, and then returned to wait for the others to arrive. At 1105 Nancy and Tammy returned and told the group that there were quite a few snow patches, separated by mud patches. Tammy and Ted stated their preference to travel in the river flats, while James and John said the trail look good to travel on. John went to look at the river flats, and James said he did not mind traveling in the river flats. Everyone seemed to agree so the group moved away from the trail.

Nancy and Tammy were observed to work together while in the lead. An example, at 1142 hours, occurred when Nancy asked Tammy whether the group should travel down the left side of the river flats. Tammy mentioned that the trail was on the left, so she suggested the group travel right and then left further down.

At 1210 hours the lead position changed when Ted decided which ice bridge to cross before Nancy and Tammy had made a decision. This is another example of a situation in which, if the leader was hesitant or found to take too much time to make a route selection decision, another member could decide to take the lead.

After Ted took the lead, other group members caught up to him, with four walking side by side. These five group members decided to have lunch, and where to have lunch. Nancy first asked about stopping for lunch, and the others agreed. Then, Jill suggested a spot, and those up in the front agreed. This demonstrated how much of decision-making occurred in the front, and showed how many of the group members were involved in the decision-making, especially with no distinct lead person(s).

At lunch, Ted presented the possible route choices for the next part of the trail. The group all discussed the pros and cons and all decided to take the river flats route.

After lunch John took awhile to catch up, after being sick. At this major rest stop, everyone stopped to wait for John, and when they departed, at 1436 hours, the lead changed as Jill headed out first. At the next stop, at 1438 hours, Ted headed out first and took the lead. At the next stop to look at the map, at 1455 hours, the lead changed again and Jill and James forged ahead. This demonstrated that any stop was potentially a situation for the lead to change, and that the lead position was that person who took the initiative to be the first out on the trail.

After the river-crossing, the lead changed again, and Tammy took the lead at 1538 hours. She traveled with Jill most of the way discussing the route and reading the map together. At 1359 hours, Jill took the lead when Tammy asked her to look ahead for the ski trail. When she found it she continued down the trail, and continued to share route selection decisions with Tammy.

The selection of a campsite took just over twenty minutes, half the time needed the day before. Two sites were selected, and John suggested that everyone go look at each other's site and then discuss them. Once they returned they easily came to a group decision everyone agreed on.

The following are quotes that concerned decision-making and leadership:

> Altogether scouting for snow along the river.
>
> I lead again for awhile. I kept up a pretty fast pace. I need more practice leading. I'm still not really comfortable with it. I'm not relaxed. I like finding the way, exploring. I get nervous about the people part.
>
> Those ready first went ahead to locate a campsite.
>
> (Nancy) and (Jill) started out with toboggans as they were cold.
>
> I am leading and decide to put on my snowshoes.
>
> We scout for a campsite. (Mark) headed up the hillside on the east side of the river while (Ted) and I looked on the west side. We decided on the more accessible west side.

Day Four: Rest Day at Base Camp

A lazy restful day for the Explorations group to work on individual objectives and practice with their snowshoes. The group traveled to Howes Pass where they had a history presentation, did a peips experiment, and dug a snow pit to analyze the characteristics of the different snow layers. The breakdown of the events for the fourth day of the snowshoe trip were as follows:

0830 The breakfast cooks woke up: collected wood and water; started a campfire; boiled water; mixed pancake mix; and fried pancakes on a griddle over the campfire.

0930 Every group member up; dressed; washed; and sat around campfire as they waited for the pancakes to cook while they drank hot drinks.

1000 Breakfast was ready; the first batch of pancakes served and many more batches cooked over the flames.

1057 Breakfast over; cleaned dishes and griddle; with a hot drink, log book, sunscreen, snowshoe, and ensolite pad in hand the group members went to the river bank to sit on their ensolites, while they leaned back against the snowshoes, and basked in the sun while they either wrote in their log books, read novels, or just rested.

1218 Frank took his sextant readings after he returned from a walk with Mark.

1230 Nancy started to prepare lunch; collected water to boil; started stoves; and unpacked lunch items.

1300 Lunch was ready; ate Icheban soup and bagles with peanut butter, jam, honey and margarine; cleaned dishes and pot; and started to get ready to depart for Howes Pass as some group members retied their harnesses and collected water in their water bottles .

1419 Departed for Howes Pass; James and Nancy in the lead as the group followed the river; looked at the map; removed clothing layers; took pictures; as they traveled the two kilometers to the top of the Howes Pass.

1526 After much discussion between the group members on route selection, they arrived at a plaque marked Howes Pass at an elevation of 5023 feet: everyone gathered around the plaque and James read out loud the English and French words describing the historical significance of the area; James also read a report about the area that explained that David Thompson was the first to visit the pass, and was later surveyed by Howes for the Hudson's Bay Company, and named after Howes; and group pictures were taken.

1557 History presentation completed: some group members snowshoed in the area; others worked on the peip experiment measuring accuracy with the peips buried at different depths; and dug a snow pit that examined the snow layer characteristics.

1645 Nancy, John, and Ted returned to base camp to start dinner.

1705 Frank, Mark, and Janice finished the snow pit and returned to base camp.

1810 James, Tammy, and Jill finished the peip experiment and returned to base camp.

1850 Last small group arrived at base camp: ate dinner; cleaned up; sat around campfire, enjoyed cheesecake and wine for dessert and debriefed the day with no concerns voiced; and eventually everyone headed to the wall tents for the night, after hanging food in the trees.

The environmental conditions were very favorable for a rest day with sunny clear skies, and a temperature high of +5 degrees C.. There were cloudy periods in the late afternoon, with overcast skies in the evening. In the morning there was a slight wind out of the south and in the afternoon it changed and came out of the north bringing cooler temperature of about 0 degrees C.. Everyone enjoyed the mild spring temperature.

The expressed feelings and concerns for the fourth day of the Howes Pass snowshoe trip were as follows:

It was a good day. My cold is on the down slide. I should be stronger tomorrow after a good day's rest.

Reading and hearing about David Thompson has fired my interest in him. He was quite the man.

James is in a lot better humor this trip. I am not sure if it is because we are all together as a group or what. John is talking more and interacting as a group member more. It is about time he started participating. The aforementioned pair may be more out going because (Ted), (Janice), and I are all taking more of a laid back position. They have had more chance to put forward their points of view without someone else saying how they feel. They may be threatened by us. All guess work though.

In the PM we snowshoed without our packs up to Howes Pass. It was a beautiful trip. Sun was shining. The river we followed easy to traverse.

I reflected what on what it must have been like to be an Indian living in this area before and during the arrival of the whiteman. I was thinking about where they would have camped and how they would have set things up. I also wondered about their surveillance positions as the whitemen and other Indians travelled through the area.

Once there (James) did his presentation on the history of the the Pass. It was really interesting. Glad we had the historical component of the trip.

The day was very laid back which was great. (James') presentation was great, the wine and dessert was great, and snowshoeing without packs felt so good. It was nice to have good weather again.

After lunch I travelled by myself for a few hours to think about the trip and the gear in general.

It was hard walking on the ice especially with the wind blowing us forward off balance.

Sleeping outside (not in the wall tent) was going to be a nice change and challenge. Everyone was sad it was coming to an end.

Debrief - everyone enjoyed the hike to the pass and the history presentation as well as the laid back morning.

The only mention of leadership on the rest day was the following:

> (James) lead the way off the river and into the trees to where we found the plaque.

In the situation above, all the group members discussed to determine where the trail could be. James suggested that the group follow the creek up as it would intersect with the trail. He headed out and eventually found the trail and the plaque.

Other leadership behaviors observed on the fourth day of the trip mainly involved the initiation of group tasks, such as preparing meals, initiating group debriefing session, and so on.

As a rest day their were few decisions required, as the group let the day just happen.

## Day Five: Base Camp to Campsite #1

The Explorations group packed up and started to snowshoe back to the campsite they set up on the second day of the trip. The trip was exciting and fun for the group as they chose to return to the campsite by way of the trail and not just follow their tracks back. The group snowshoed, walked, and slid a total of 15 1/2 km. The breakdown on events for the fifth day were as follows:

0720 Cooks up; collected water and fire wood; started to prepare breakfast; started a fire to boil water on; duluth packs with the food in them were retrieved from up in a tree; other campers awakened; dressed; packed sleeping gear away; started to take down wall tents; ate shredded wheat cereal with brown sugar, hot water and powdermilk; heated frozen snowshoe harnesses by the fire and then retied them; loaded toboggans; and cleaned campsite by filling in fire pit and so on.

0930 Departed; Mark was in the lead as he pulled his toboggan; took pictures; Ted took the lead position as he passed Mark; the group fairly spread out along the trail as those in the lead stopped now and then to wait and see if the others were okay; crossed over an open creek using a bridge the group reinforced by adding more dead trees; Ted took the lead after the bridge crossing; and the group followed the trail, at times they rode their toboggans down hills to a warden's cabin.

1255 Stopped at the cabin for lunch; ate crackers, with salmon, tuna, peanut butter, and jam; looked at the map; and became quite cold.

1335 Those ready to go departed eager to warm cold hands and feet; James, followed by Ted, were leading and had to scout one river crossing; once they found the best route across, they stopped to wait for the others who catch up; while they waited they decided to remove their snowshoes; Nancy bandaged a broken blister on her toe; Frank had decided to reinforce his broken snowshoe before he departed from the lunch spot at 1350; and Ted started out with his snowshoes still on, while others waited for Frank.

1400 Frank joined group; took off his snowshoes and tied them onto a toboggan; and John and James headed out to catch up with Ted.

1414 Ted stopped to remove his snowshoes: John and James passed Ted and took the lead; and the open terrain of the river valley allowed the group to walk many side by side with no one in particular in the lead as many experimented with different methods of toboggan travel, for example, sitting on the toboggan and using ski poles to push toboggan along the ice.

1654 Arrived at campsite; unloaded toboggans; retrieved food hung in the tree; put up wall tents on the frames that were built on the second day of the trip; started to prepare dinner; water collected; and camp fire started.

1730 Dinner was ready; ate golash with potatoes, carrots, and corn, with bagles; cleaned dishes and pots; and had hot drinks.

1825 Nancy asked the group if they wanted to debrief the day; discussed the high's and low's of the trip while the group sat around the campfire; Jill went to the tent early to sleep for the night; made popcorn and cornbread; Mark shared a reading with the group; Tammy shared the history of snowshoeing with the group; and enjoyed the night as they sat around the campfire, went for a walk, and some campers decided to sleep out under the stars for their last night.

On the fifth day of the trip the Explorations accepted the challenge of the rough terrain and decided to travel by the trail. They were not disappointed for challenged they definitely were. The weather was much colder, with the skies overcast throughout the day, temperatures around zero degrees C., with a strong cold wind, and snow flurries on and off all day. The comments on the environmental conditions by the Explorations group were as follows:

> The trail was in poor condition with many fallen trees, but provided much entertainment for those riding the toboggans down the hill.
>
> Snowy, blowing, and cold.
>
> The trip down was a little different in route. We took the trail leading to Lagoon Lake instead of staying on the river. What a beautiful lake tucked away among the trees.

The fifth day had many high's and low's as observed in the expressed feelings and concerns of the Explorations group.

> All of us shared how we felt unhappy as it was the end of Explorations tonight, and our last night together. Some nice words shared. Very mellow evening.
>
> Everyone seemed pretty low.
>
> At some point during the evening I just became out of it. I don't really know what happened.

> The tent had not been well reinforced around the bottom so it flapped in and out at different places. I slept on and off - sporadically.
>
> Quote: I am in love with the world. I have nested lovingly in it. I have climbed its mountains, roamed its forests, sailed its waters, crossed its deserts, felt the sting of frosts, the oppression of its heats, the drench of its rains, the flury of it winds, and always have beauty and joy waited upon my goings and comings. By John Burroughs

Ted was in the lead for much of the morning, and was observed to involve others in front with him in navigation discussions. For example, at 0944 hours Ted stopped to look at his map and asked James a question that concerned their exact location. John joined them, and then Ted asked them both if he was right about their location and they agreed with him.

At the flowing creek crossing, Ted went to scout, followed by John and Jill. James tried crossing the creek on two dead trees that had fallen across the creek and was successful. Once across, James said he had found the trail. The scouts returned to say they had not found any bridges. Ted suggested that the group add more dead trees to the spot where James crossed. Everyone agreed and went to work. When they all crossed over Ted took the lead again.

After the group ate lunch, the group members started out at different times. Frank waited to fix his broken snowshoe, while the others were too cold to wait. One river crossing needed to be scouted, and the group waited at that spot for Frank to catch up. Ted was in the lead when the group set out, but he was passed by John and James when Ted stopped to take off his snowshoes. The group traveled with no one person in lead, but in small groups spread out side by side on the ice.

Nancy was observed to initiate group debriefings again, as well as other leadership behaviors, such as, the initiation of meal preparation and other group tasks.

Day Six: Campsite #1 to Edmonton

The last day of the trip and the last day of all the trips in the 1985-86 Explorations Program. The group hiked out 9 km, following the same route as when they hiked in. Once the van and truck were packed, they drove six hours back to Edmonton. The breakdown of events for the sixth day of the Howes Pass snowshoe trip were as follows:

0820 Up and started to pack personal gear into backpacks: collected water; started to prepare breakfast; took down tents; loaded toboggans; ate porridge; cleaned dishes and pot; cleaned campsite; and tied the gear to the toboggans.

1015 Departed; Mark took the lead; traveled along the river fairly spread out, and Ted walked off to the side by himself; the group broke into two with Mark, James, John, and Ted choosing one route, and Nancy, Tammy, Jill, and Janice chose another route; then joined up, but separated into small groups again when Ted, Mark, Jill, Tammy, Nancy, chose to go through the trees, while the others just stayed close to the shore of the river; and when they regrouped Nancy and James ended up in the lead.

1056 Another route selection choice split the group again with different group members making their own choice: they regrouped and Jill was in the lead, and then passed by Mark.

1110 The group reached the end of the ice: Mark and Tammy went to scout ahead, came back to announce that it was time to portage the toboggans; Nancy took the lead as everyone pitched in to carry the equipment and toboggans across the mud flats; and then started out again on the ice.

1215 Lunch; ate the last of the food; Frank shared the history and details of how to use the sextant; and rested on toboggans.

1255 Departed; the route was known to everyone with no one really in lead, but different hikers walking together in small groups; some in deep conversations; others were in quiet solitude taking in the scenery; and everyone knew that the end was near.

1350 Arrived at the bridge on the Banff-Jasper Highway;

carried gear up to the highway; went to get the truck and van; loaded vehicles; and drove to the Saskatchewan River Crossing gas station.

1430 Arrived at gas station; washed hair; purchased snacks for the drive; and drove to Rocky Mountain House.

1630 Arrived at Rocky Mountain House; stopped at RCMP and checked in to cancel the emergency procedures; and ate dinner at Dairy Queen.

1720 Departed for Red Deer: had troubles with van with a piece of the tire ripped off and banged against van; stopped at Red Deer to drop off John and van; dropped off James and Nancy who drove to Edmonton in James' truck; picked up the other vehicles; and all drove to Edmonton.

2215 Arrived in Edmonton.

The sixth day of the snowshoe trip was reported to have mild temperatures of 0 degrees C. that increased to +5 degrees C. when the sun was out. There were sunny periods throughout the day, with slight snow flurries in the late afternoon when the sky became overcast. It was fairly windy all day with the winds out of the west. There were problems locating ice to pull the toboggan at different sections of the hike, which resulted in portaging the toboggans.

The group was sullen most of the day, with the members down for many reasons, as reported in the following expressed feelings and concerns:

> People were a bit tense coming out. (John) wanted to be alone at the back. He kept waiting out there. (Nancy) was sullen but didn't show it very much. She brought (John) back into the group. Everyone is feeling it to a certain extent. The last day of our last trip.
>
> I took a toboggan today - overloaded it. I thought everyone had already chosen what they would take. I was pretty mad at myself. I hadn't taken care of myself in

terms of the amount of weight I would be able to handle etc..

Twenty minutes later I was having one hell of a time at our 1st portage. I was still upset with myself and hadn't taken any time to figure out the best approach to this portage. I felt pressured from the people behind to hurry up. Disaster resulted. We made it with some outbursts from me. Needless to say we redistributed the weight among the other toboggans.

I had a bit of a talk with (Tammy) about what had happened, what led up to it and how I was feeling. She told me what she does when she's frustrated or upset. At the next portage everything went great. (Tammy) and I handled it ourselves. Nothing like success to make you feel competent again.

I was pretty anxious for the trip to end to get away from some of the people. Actually I felt kind of badly that I was ending the trip on this note.

Last day. People seem quiet. Actually, people seemed the same today as at the end of every trip.

Our steam bath plans in Sylvan Lake were aborted because of lack of interest and that upset some people. It would have been nice to have it as a closing but I guess it wasn't important to everyone.

Easy travel back as we knew the route and followed our original route. Everyone spending time with people they don't usually spend as much time with. A nice change.

Everyone enjoying the trip back but can't believe it is almost done. Had fun on the toboggans by trying alternate form of travel with them.

The trip was mostly uneventful except for the beauty surrounding us.

We had originally said we would stop at Sylvan at their steam baths. I really didn't want to when I was still on the ice and had mentioned it to (Nancy) - again mostly because of not wanting to be with some of the people any longer than necessary. But somewhere between talking with her and reflecting in the van, these people no longer really mattered. I would have liked to go - to have something special as a closure to this trip and to all the trips. I regretted that I did not speak up.

The final evaluations of the Howes Pass snowshoe trip were as follows:

> The increased structure with debriefs and night presentations worked out well with the slow paced atmosphere of the trip.
>
> Enjoyed the historical and traditional part of the trip. I was really glad I took the time to research information on snowshoes and shared it with the group.
>
> I was glad to have had this opportunity to snowshoe. It was fun. After the first hour or so I no longer walked like a duck - a few tricks to the trade.
>
> I navigated fairly well. I was off a couple of times when leading, though not serious mistakes. More anxious to be a little a head of where we were and to make good time - nerves.
>
> As a leader I think I'm too anxious to please - to do well. If I would just relax I would do better. I'm not comfortable there yet.
>
> I do enjoy exploring and finding the route, but I miss the camaraderie. I look back and see and hear people talking and laughing and I feel so alone. I would like to be with the group and I would like to lead. I haven't learned how to put the two together yet.
>
> Just reading about the history of the place and knowing some of the stories associated with it make the trip through it seem romantically historical. Howes was such a nice trip for me.
>
> For me it was a very laid back trip. I wasn't concerned about leadership at all. Some of the others needed the experience more than I did, so I let them take a more dominant role. In some ways it was good. I was more relaxed and easy going. In some ways it was bad. I think that the others expected more of me. In retrospect I would have enjoyed it more if I had not changed roles from the last couple of trips.
>
> Well this trip showed me a lot about David Thompson. The man went through an awful lot in his time. I will enjoy doing further research on him and the North-West Fur Trading Company.

The final evaluations for the Explorations program were as follows:

> Quote: "Being myself includes taking risks with myself, taking risks on new behavior, trying new ways of being myself, so that I can see how it is I want to be." Hugh Prather From Notes to Myself
>
> I would like to say that generally (I don't want to get too specific) I am disappointed with the way we handled our opportunity to work on leadership. We handled leadership in a very laissez-faire fashion. It just evolved from the situation. We did work on skill that a leader should have - navigation, breaking trail, cooking meals, setting up camp, packing equipment, etc.. But at no time did we let anyone take charge and use all those components that make up what a leader does in the out of doors. In a lot of ways we have short changed ourselves by doing it the way we did. It is like a puzzle - we may have all the parts but some of us may not know how to put them together. If I was to recommend anything to next year's crew it would be that leadership be stressed from day one. This is a senior level course and I think that we should be turning out leaders not just people who have experienced something. Leaders of course that know their limits and weaknesses.
>
> Quote: "One can't really 'lead' anyone else's life. In fact the true leader is subtle, content to point the way, to create an environment in which others can tap into the leadership within themselves." China Galland from Women in the Wilderness
>
> Glad I did it. Found it hard - both some of the physical skills and dealing with some of the people. Found it exciting and exhilarating. Loved the air. Loved the scenery. Delighted when I saw a bird or came across tracks.
>
> In terms of leading, I think the first time I took a chance in going out front was on the Howes trip. I was in front for parts of the way on the other trips. Looking back I see those times as minor roles and responsibilities, leading up to declaring I would like to lead.
>
> I have been floundering with who am I, where I'm going, what I am doing for some time now. This adventure has given me a surer grounding. I still have some major questions to answer - what am I going to do. But I feel much more sure of who I am. I dealt with things on these trips - people, events, obstacles, reaching the top.

I wanted to become comfortable in the outdoors. I needed some experience to put things together. Put them in practice or learn them out of necessity, not out of a book.

Today I jogged up a hill that seemed insurmountable to me before. The hill wasn't insurmountable. It was a challenge and I met the challenge in a way that was reinforced by my trip experiences.

I envy people who do thing in the outdoors - who go off the beaten path and survive. I don't want to envy them. I want to join them. So I joined Explorations. I couldn't go alone. I needed the group to do it with, to be with, to learn from and with.

I succeeded in getting outdoor and living there. I learned with the group and I spent time alone. I am more comfortable in the outdoors than when I started.

The outdoor is a special place to me. It has all kinds of secrets to yield, all kinds of delights and pleasures.

To go on Explorations was one of the best decisions I have made.

# APPENDIX 3: VITA

## LAUREEN (LAURIE) SIMS

56 Patricia Crescent
Edmonton, Alberta T5R 5N6
(403) 487-4561

## I FORMAL EDUCATION

| | |
|---|---|
| University of Alberta | Master of Arts 1989<br>Topic: Leadership and Decision Making in Outdoor Leadership Development Program |
| University of Alberta | Bachelor of Physical Education 1979<br>Specialization: Administration and Outdoor Education |

## II ACADEMIC AWARDS

Graduate Assistantship Award - U of A 1985 to 1987
Calgary Herald Bursary - Grade 12
First Class Honors - Grade 12

## III EMPLOYMENT

OUTDOOR PROGRAMMER - August 1989 to present.
County of Strathcona
Strathcona Wilderness Center
2025 Oak Street
Sherwood Park, Alberta T8A 3W7
Supervisor: Larry Wood
Duties: Programmer for school outdoor education programs, outdoor recreation programs, and outdoor teen leadership development program.

OUTDOOR INSTRUCTOR - January 1989 to August 1989.
County of Strathcona
Strathcona Wilderness Center
2025 Oak Street
Sherwood Park, Alberta T8A 3W7
Supervisor: Art Jackson
Duties: Instructor for school outdoor education programs.

PROVINCIAL ADVISOR - September 1988 to August 1989
Alberta Summer Games
Town of Brooks
Sport: Canoeing
Duties: Advising the Sport Coordinator on the planning and operation of the canoeing events of Marathon Canoeing, Olympic Sprint Canoeing, and Slalom Canoeing.

SESSIONAL INSTRUCTOR - September 1987 to April 1988
Red Deer College
Box 5005
Red Deer, Alberta, T4N 5H5
Supervisor: Mr. Al Ferchuck
Course: PESS 280 Introductory Outdoor Education
Duties: Head instructor with two assistant instructors.
Main topic headings: canoeing, orienteering, cross country skiing, winter camping, snowshoeing, knots, plant identification, and survival.

SPORT COORDINATOR - January 1987 to August 1987
Alberta Summer Games
County of Strathcona
Sport: Canoeing
Duties: Coordination and administration of the canoeing events of Marathon Canoeing, Olympic Sprint Canoeing, and Slalom Canoeing.

LECTURER - SPRING CAMP - May 1987
Unversity of Alberta
Courses: P ED 382 Warm Weather Outdoor Education
P ED 223 Boating (Canoe/Kayak)
Supervisor: Dr. H. A. Scott
Duties: Designed, coordinated, and instructed a three week outdoor education camp.

INSTRUCTOR/TEACHERS ASSISTANT - Jan'85 to May 1987
University of Alberta
Depart. of Physical Education and Sport Sciences
Outdoor Education Route
Supervisor: Dr. Harvey Scott
Courses: 1) PED 280 Introductory Outdoor Education
- An instructor for the three hour labs and leader for weekend trips.
2) Explorations: An Outdoor Leadership Training Course - 1985-86
Attended all planning meetings and extended trips.
3) P ED 205 Canoeing and Kayaking
- introductory canoeing and kayaking.

NOTE: I was employed through the Graduate Assistantship Award which includes a bursary and salary for instruction.

COMMUNITY SCHOOL COORDINATOR - Oct'81 to Sept'84
Madonna Community School
15 Main Street
Sherwood Park, Alberta
Supervisor: Mr. Doug Aitkenhead
Duties:
- Designed, budgeted and supervised instructors for evening, afterschool, and summer courses.
- Coordinated the bookings of the facility.
- Executive Director for Madonna Community School Council

RECREATION THERAPIST - June'80 to May'81

Youth Development Centre
13120 - 34 Street
Edmonton, Alberta

Supervisor: Mr. George Szwender

Duties:
- Outdoor Recreation Program Specialist.
- Sports Program Specialist.
- Provided staff workshop.
- Program development (i.e. intramurals, outdoors club)
- budgeting, purchasing, and maintenance of outdoor and sport equipment.

## IV AFFILIATION WITH SPECIFIC GROUPS

C.A.N.S.I. - 1987-89
Alberta Whitewater Association - 1980-89
Edmonton Whitewater Paddlers - 1980-88
Sherwood Park Toastmistress Club - 1982-83
University of Alberta Outdoors Club - 1977-79

## V PROFESSIONAL AND EMPLOYMENT COMMITTEES AND POSITIONS

Canadian Whitewater Association - National Team Manager 1984 & 85.
Sherwood Park Interagency Council - 1981 to 1984.
Edmonton Whitewater Paddlers - Secretary 1982 & 83 and President 1985 & 1986.
Alberta Whitewater Association - Provincial Race Chairman 1982 and Environmental Concerns Director 1987.
University of Alberta Outdoors Club Out-tripping Committee - Chairman 1978 & 79

## VI ATHLETIC EXPERIENCES

Alberta Whitewater Slalom Team - Womans Kayak Class - 1981 to 89.
Provincial Champion - Womens Kayak Class - 1982, 1984, 1986, & 1987.
Canadian Outward Bound Mountain School - 1978.
Friarettes Womens Volleyball - 1976 & 77.
Majestics Womens Basketball - 1974 & 75.

## VII CERTIFICATIONS

C.A.N.S.I. Level I Cross Country Ski Instructors - 1988
Red Cross Basic Lake Insturctor Trainer - 1988
Red Cross Basic Lake Instructor - 1987
Tour Leader II - Cross Country Ski Touring - 1986
Wilderness Emergency Medical Technician - 1986
C.P.R. - 1987
River Instructor - Canoe and Kayak - Alberta Whitewater Association - 1986
River Leader - Canoe and Kayak - Alberta Whitewater Association - 1984
Level I Theory National Coaching Association Certification
Bronze Medallion 1988